



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

April 15, 1982

Dear Alberta CCLOW Member,

I am writing to inform you of a recent CCLOW Board decision regarding the position of the Alberta Director.

According to a previously established framework, Alberta would now be scheduled for an election of a provincial director. In light of the fact that your director, Sandra Susat, was recently elected by acclamation - in January, the Board has decided not to call for an election in Alberta at this time.

Sandra has indicated her willingness to serve a full term and I look forward to working with her as your representative. She can be contacted at:

Sandra Susat
236 Corbett Hall
Faculty of Extension
University of Alberta
Edmonton, Alta.
T6G 2G4

(403) 432-3093 (w)
429-0170 (h)

Sincerely,

Susan McCrae Vander Voet
National Coordinator



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

April 20, 1982

Dear CCLOW Member,

At a recent meeting, your board of directors met to review the by-laws of the organization and to consider proposed changes. One of the concerns governing their reconsideration of the by-laws was that of ensuring continuity in the leadership of the organization. The Board felt that the best model for ensuring this continuity would be to institute a system of President-Elect, President and Past-President. Under this model, nominations would be called for and an election held each year for the position of President-Elect. This person would serve in this capacity for one year and automatically become the President the following year. The year after her Presidency she would serve as Past President.

The Board passed these revisions at their meeting on April 3, 1982. These and other changes to the by-laws will be circulated to the membership prior to the annual meeting June 24, 1982 to be held in Ottawa, at Carleton University. The changes will require ratification at the annual meeting.

The Board was anxious to institute the new system as early as possible and has therefore decided to call for nominations for a President-Elect this year (please see enclosed nomination form). In order to facilitate the transition to the new model, Lenore Rogers, our president for 1981/1982 has agreed to serve as President for a further term and Mairi Macdonald, our past president, has agreed to serve a further year in that capacity. The Board hopes you will agree that the new model will serve CCLOW well in the future and participate in nominating our first President-Elect.

Sincerely,

Susan McCrae Vander Voet
National Coordinator

SMV/lb
encl.



Labour Canada

Travail Canada

Task Force on
Micro-Electronics
and Employment

Groupe d'étude de la
micro-électronique
et de l'emploi

Ottawa, Ontario
K1A 0J2

Ottawa (Ontario)
K1A 0J2

May 10, 1982.

Ms. Susan McCrae Vander Voet,
Executive Director,
Canadian Congress on Learning
Opportunities for Women,
29 Prince Arthur Avenue,
Toronto, Ontario M5B 2R1

Dear Ms. McCrae Vander Voet:

As you may be aware, on March 17, 1982, the Honourable Charles Caccia, Minister of Labour, announced the establishment of the Task Force on Micro-Electronics and Employment.

The Task Force has been asked to examine and report on the extent to which micro-electronics technology is utilized by establishments and industries coming under the jurisdiction of the Canada Labour Code and the implications of its use on working persons. The study, in attempting to assess the adequacy of the Code as it applies to technological change, will focus primarily, but not exclusively, on the banking, transportation, communications, and postal sectors.

The Task Force expects to make recommendations on ways in which new technology can be introduced in a sensitive and humane manner. Since technological advances must take into account social and human considerations, the study will highlight employment, health and safety, and work quality issues.

Because present research indicates that women may be disproportionately affected by the use of micro-electronics technology, the Task Force has been asked to look at ways of ensuring that women benefit from the introduction of technology.

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Canada

In carrying out its mandate, the Task Force will be seeking the views of labour, industry and government spokespersons, as well as human resource and educational specialists. Interested parties are encouraged to make written submissions directly to the Task Force. Task Force Members will attempt to meet with experts and interested parties during the month of June and will submit a report to the Minister in the early fall of this year.

My purpose in writing to you today is to advise you of the Task Force, its mandate and areas of interest. I also want to provide you with the opportunity to participate in the important work we are undertaking.

Should you wish to submit a brief and share your views with us, may I request that you let me know at your earliest convenience. I, or the Director of the Task Force, Mr. Murray Hardie can be reached by calling (819) 997-1550 in Ottawa/Hull, or by writing to the Task Force on Micro-Electronics and Employment, Labour Canada, Ottawa, Ontario, K1A 0J2.

We look forward to receiving your comments on this important subject.

Yours sincerely,



Dr. E. Margaret Fulton,
Chairperson.

Encl.



Minister
Employment and Immigration

Ministre
Emploi et Immigration

For Release

Pour publication

Date July 8, 1982
Subject 82-42

Date
Sujet

OTTAWA--Bill C-115, an Act to establish a national training program, received Royal Assent yesterday, initiating the implementation of the new training plan announced last January by Lloyd Axworthy, Minister of Employment and Immigration.

The new \$1 billion program is a key element of the government's labour market strategy for the 1980s and represents a major overhaul of Canada's training system.

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"The federal government can now ensure that all Canadians benefit from high-calibre training," Mr. Axworthy said. "For example, this Act gives the federal government the power to designate occupations where national shortages of skilled workers exist and to disburse funds to modernize training facilities," he added.

The \$108 million set aside for the Skills Growth Fund over the next two fiscal years can now be drawn upon by provinces and non-profit training organizations.

They will be able to use the fund to establish or expand training facilities, to develop training courses and to cover initial operating expenses. The facilities will be geared to training workers for priority occupations and to training special groups such as women and Native people.

"The Skills Growth Fund is one of our most important initiatives," Mr. Axworthy said. "Many training facilities desperately need capital funding to expand and to replace equipment that may be 20 or 30 years out of date. We have to ensure they have enough financial aid to make the changes necessary to produce the highly-skilled workers needed by the economy."

The Canadian Occupational Projection System is another crucial component of the new training program. By integrating information from the federal and provincial governments and private industry, the system's aim is to produce a clearer picture of labour supply and demand so that training resources can be targetted to skills and areas where they are needed most.

The designation of priority occupations in which national or regional shortages of workers are serious enough to warrant special

action will be based on the information from this system.

"I have my colleagues in the House and the Senate to thank for recognizing the importance of this legislation and for co-operating to ensure that it received Royal Assent in record time," said Mr. Axworthy.

He also pointed out that federal officials have met with provincial representatives and scores of business, labour and community groups across the country to clarify issues and to incorporate their suggestions in the new legislation.

"Amendments made during consideration of the Bill by Parliament strengthened provisions for federal/provincial consultation in joint committees which all provincial and territorial governments were invited to establish," he added. One of the main functions of these committees will be to help determine labour market requirements for skilled workers and ways of meeting them.

Other important provisions of the Act include:

- higher income support rates to encourage laid-off apprentices to continue training in shortage occupations and workers to retrain in demand occupations when they have been laid off for reasons such as technological change;
- waiving the present requirement that adults must have been out of school for 12 months before they can enrol in classroom training courses so that young drop-outs can get the training they need;
- permitting workers to be trained in higher-level skills beyond the present 52-week limit;
- helping employers train highly-specialized Canadian workers outside the country when necessary; and

- simplifying administrative arrangements with employers and payment arrangements with provinces to reduce paperwork and speed training.

The Minister explained that the passage of Bill C-115 represents the culmination of a "major and extensive process of consultation which began with the submission of views by many industry, labour and governmental groups".

"After the release of the Task Force Report on Labour Market Development in the 1980s, a wide range of interest groups such as unions, women's organizations, private sector groups and businesses made presentations," Mr. Axworthy pointed out. "Similar presentations were made to the Parliamentary Committee on Employment Opportunities for the 80s."

Consultation also included meetings of federal and provincial ministers responsible for human resource planning. The first such meeting was in Québec City in September, 1981, followed by another in Vancouver in January, 1982. Subsequently, discussions by officials at the federal and provincial and territorial levels were held.

"This co-operative approach to the development and passage of the Bill is encouraging," Mr. Axworthy said. "I'm certain that our new training program will ensure that all Canadians have access to the best and most relevant training offered anywhere."

For further information contact:

Pat Preston	(Minister's Office)	(819) 994-2482
Sasha von Hausen	(Public Affairs)	(819) 994-6810

BACKGROUND

National Training Act

(has become law
- budget of
\$1 billion)

Skills Growth Fund

Existing supply channels and training facilities will not produce enough skilled technicians, technologists and tradespeople to meet the demand in the 1980s. To increase training in priority occupations, the federal government will set up a Skills Growth Fund under the new Act. In co-operation with the provinces, the fund will be used to provide capital and initial operating expenses to establish, expand or modernize technical training facilities and equipment.

This new feature will make possible the provision of training appropriate to the needs of such special groups as women, Native people and people with physical disabilities, who often have difficulty competing in the labour market. Facilities may be established and operated by non-profit organizations to train such clients in the skills they need to compete for jobs.

Training Without a One-Year Delay

Under the new legislation, potential trainees no longer have to wait one year after leaving school to be considered an adult and be eligible for institutional training. In some cases, when young people or members of special groups have left the regular school system and want to enter a skilled occupation, the one-year delay can mean a waste of human resources at a time when they are in high demand. Under the new Act, therefore, the definition of adult is changed to a person who is no longer required by law in the province in which he or she resides to attend school.

Laid-off Apprentices

Special training allowance supplements will be paid to laid-off apprentices who are being trained in occupations that are critically short of skilled labour. The supplements will add to other income support such as UI benefits or training allowances which they are receiving. The intent of the provision is to encourage these workers to remain in their current occupations and upgrade their skills until they are once again required either in their own communities or elsewhere in Canada.

Longer Training Courses

Another provision will allow the CEIC to waive the 52-week limit on training courses and fund courses which run for a longer period of time. High-skill training for occupations of national importance will be the main area to benefit. The waiver will also make it possible to combine basic training for skill development and skill courses related to job opportunities. This will particularly benefit many persons such as women returning to the labour force and Native people who require a combination of these elements to develop skills and secure employment.

Training By Groups Other Than Employers

To make use of additional training expertise and resources, the new legislation provides authority for negotiating industrial training contracts with industrial training councils or private training organizations including consultants who specialize in developing and providing training to industry. This provision will especially benefit small employers who are unable to provide training in more complex occupational skills.

Canadian Occupational Projection System (COPS)

The system is being developed to forecast labour supply and demand with more precision and relevance than has been the case in the past. Timely and accurate labour market information will be necessary to ensure the training system responds readily to changing requirements for skilled workers.

In addition to sophisticated macro-economic models, some of which are being used experimentally in the federal government, the system will draw on information from the private sector and provincial governments.

COPS will be used to designate priority occupations -- those in which present and future shortages, at national or regional levels, are a national concern and require special action to resolve.

Training For Labour Adjustment

Under the new legislation, higher allowance payments will be available to laid-off workers in industries and areas designated under the Industry and Labour Adjustment Program (ILAP) who choose to retrain for high demand occupations when there is no indication of a high future demand for their former occupations. The allowance payments will raise their Unemployment Insurance benefits from 60 to 70 per cent of insurable earnings.

Workers in these circumstances who have exhausted their UI benefits when referred to training will be paid an allowance equal to 70 per cent of their previous insurable earnings. Workers displaced from firms assisted by the Canadian Industrial Renewal Board (CIRB) and in communities designated by CIRB will benefit from the same increases.

Training Outside Canada

The bill will allow the CEIC to negotiate training contracts with employers for training taking place outside Canada. This provision will be used sparingly but will be extremely valuable when production involves new technologies not yet taught in Canada. At such times, Canadian workers could receive on-site training where the new technologies have been developed. In this way, they could receive advance training and gain access to key jobs created by economic growth.

Less Paperwork

Finally, the legislation simplifies administrative arrangements with employers which will free them from keeping detailed records of training expenses. Similar provisions will simplify payment arrangements with provinces for providing courses and related administrative services.



Nouveau Programme National de formation du Canada



POUR AMÉLIORER VOS CHANCES D'EMPLOI: LA FORMATION EN COURS D'EMPLOI

La formation en cours d'emploi

La formation en cours d'emploi constitue l'une des façons les plus pratiques d'acquérir une expérience professionnelle inestimable. Elle peut vous aider à obtenir un emploi et à le conserver si vous devez vous recycler.

Grâce à son nouveau Programme national de formation industrielle, le gouvernement fédéral offre une aide financière généreuse aux personnes qui désirent profiter de la formation pour améliorer leurs chances d'emploi. Si vous êtes prêt à faire un effort, la formation en cours d'emploi pourrait être l'initiative la plus fructueuse de votre vie.

Qui a droit à l'aide du gouvernement fédéral?

Toute personne appartenant à l'une des catégories suivantes est admissible à la formation en cours d'emploi subventionnée par le gouvernement fédéral:

- les chômeurs;
- les femmes qui désirent suivre une formation dans un métier traditionnellement réservé aux hommes;
- les travailleurs dont l'emploi est menacé par les changements technologiques ou industriels;
- les travailleurs qui désirent suivre une formation dans des métiers en pénurie aiguë de main-d'oeuvre.

Si vous n'êtes plus obligé selon la loi de fréquenter l'école dans la province où vous demeurez, vous êtes admissible à des cours de formation financés par le gouvernement fédéral.

Quel genre de formation est offerte?

L'aide du gouvernement fédéral est offerte aux employeurs pour former des travailleurs dans pratiquement tout genre de profession, qu'il s'agisse d'une profession nécessitant des compétences de base ou d'un métier de haute spécialisation, comme celui d'outilleur-ajusteur.

Une aide fédérale aux employeurs au titre de la formation en cours d'emploi est offerte pendant une période pouvant aller jusqu'à deux ans dans le cas de professions qui connaissent des pénuries aiguës de main-d'oeuvre. Elle peut également être versée pour des cours ne durant que quelques semaines ou moins; cependant, la plupart des métiers nécessitent au moins trois mois de formation. Les cours où la formation donne droit à des crédits universitaires ne sont pas subventionnés en vertu du Programme national de formation industrielle.

Voici comment fonctionne le programme

Un employeur peut vous offrir des cours de formation sur place, dans une salle de classe ou dans un local spécialement aménagé à cette fin. La formation comprend habituellement ces trois éléments.

Vous êtes envoyé au cours par le Centre d'Emploi du Canada (CEC) et embauché par l'employeur. Pendant que vous suivez des cours de formation, vous recevez votre salaire habituel et vous continuez à avoir droit aux avantages sociaux.

Votre employeur signe un contrat avec la Commission de l'emploi et de l'immigration du Canada (CEIC) pour que des cours vous soient dispensés, ainsi qu'à d'autres travailleurs. L'aide financière versée par le gouvernement fédéral est généreuse: le gouvernement fédéral paiera à l'employeur une portion majeure des coûts liés à la formation et aux frais administratifs: il reçoit de plus jusqu'à 50% des salaires versés aux travailleurs pendant toute la durée de la formation, jusqu'à concurrence de \$250 par semaine. Les fonctionnaires de la CEIC et ceux des gouvernements provinciaux supervisent la formation dispensée par les employeurs et les progrès réalisés par les stagiaires.

Par où commencer?

Si vous croyez que la formation en cours d'emploi peut vous aider, vous devez d'abord vous adresser à un conseiller d'un Centre d'Emploi du Canada. Il ou elle saura quels cours de formation sont disponibles dans les entreprises locales et vous y déléguera si vous possédez les qualifications élémentaires requises.

Souvenez-vous que la formation est un investissement tant pour vous que pour votre employeur. Si elle est efficace, l'un et l'autre pouvez en profiter.

Canada's New National Training Program



TO IMPROVE JOB PROSPECTS TRAIN ON THE JOB

Training on the job

On-the-job training is one of the most practical ways to gain invaluable work experience. It can help you get a job and keep it if your skills need upgrading.

Through its new National Industrial Training Program, the federal government is providing generous financial assistance to help people take advantage of training to improve their employment prospects. If you're prepared to make the effort, on-the-job training could turn out to be one of the best things you ever did.

Who is eligible for federal aid?

If you fit into any of the following categories, you are eligible for federally supported on-the-job training:

- Unemployed;
- A female worker wishing to be trained in a "non-traditional" job;
- A worker whose job is threatened by technological or industrial change;
- A worker hoping to be trained in an occupation in critically short supply.

If you are no longer required by law to attend school in the province where you live, you are eligible for federally-supported training.

What kind of job training is available?

Federal aid is available to employers to train workers for virtually every type of occupation, ranging from those which require basic skill levels to highly skilled ones such as tool and die makers.

Federal assistance to employers for on-the-job training is available for up to two years for occupations in critically short supply. It can also be used for training courses that last only a few weeks or less. In general, most jobs should require a minimum of three months' training, and courses or training designed for university credit do not qualify for assistance under the National Industrial Training Program.

How does it work?

An employer may provide you with training at the work site, in a classroom or in a special training area. It generally involves a combination of these.

You are referred to training by the Canada Employment Centre (CEC) and hired by the employer. While in training, you will receive your regular wages and employee benefits.

Your employer signs a contract with the Canada Employment and Immigration Commission (CEIC) to provide training for you and other workers. Federal financial assistance is generous: the federal government will pay the employer for a major portion of the training and administrative costs and for at least half your wages during the entire length of the training period — up to \$250 a week. CEIC and provincial officials monitor the training provided by employers and the progress of trainees.

How to get started

If you think on-the-job training is for you, speak to your CEC counsellor. He or she will know what training courses are starting with local firms and will refer you if you meet the basic qualifications.

Remember, on-the-job training is an investment for both you and your employer. If it is effective, you both can profit from it.

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The Canadian Council on Social Development
and
Health and Welfare Canada
are sponsoring

**The 2nd Canadian Conference on Day Care
to be held in
Winnipeg, Manitoba
on September 23rd, 24th and 25th, 1982**

A preliminary program and registration
form will be circulated later this spring

For further information, please contact:

Lyse Teasdale
Conference Co-ordinator
Canadian Council on Social Development
55 Parkdale Avenue
Post Office Box 3505, Station C
Ottawa, Ontario
K1Y 4G1

613-728-1865

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AD HOC COMMITTEE FOR A NATIONAL DAY CARE CAMPAIGN

A national day care conference will be held in Winnipeg September 23 to 25, 1982, sponsored by the Department of Health and Welfare and the Canadian Council on Social Development. The sponsors expect approximately 750 people to attend.

This conference presents an enormous opportunity for the day care community in Canada to further its efforts to expand and improve the service. Because the federal government provides 50% of the government funding available to day care under the Canada Assistance Plan, government funding is by and large restricted to families in need in the most stringent sense of that term and is in fact only available to a small percentage of even those families. Because of a shortage of day care spaces and because of the high cost of quality care, supervised licensed and quality care is not available to most parents. They are forced to make informal arrangements which have been characterized as mediocre by the only study available. We cannot make significant progress in the delivery of day care services until federal government policies are changed. This conference offers us an opportunity to begin that process by developing:

- a national day care policy with recommendations to the federal government for changes in legislation
- a national campaign to publicize and educate around the issue of day care and to pressure the federal government to respond to our recommendations.

In order to achieve these goals it is necessary to prepare for the conference in the following ways.

1. Prepare policy papers on national day care legislation other workshop topics and a plan of action
2. Encourage grass roots participation in the conference particularly by parents, day care workers or teachers, and potential consumers of the service such as members of women's groups and unions.
3. Visit cities across the country for meetings at which the conference would be publicized, policy papers discussed, and active participation in the conference encouraged.
4. Local groups would be encouraged to set up skill training workshops in public speaking, parliamentary procedure, the drafting of resolutions etc. so that people attending the conference have the maximum opportunity to participate effectively.
5. Hold a pre-conference workshop the day before the conference commences at which policy can be discussed, workshop participation planned, resolutions drafted, a national campaign and other follow-up activities planned.
Where skill training work has not been done at the local level, a limited amount of this would be done this day also.
6. Participation in the follow-up activities that are agreed upon at the conference.

To carry out this programme the Ad Hoc Committee for a National Day Care Campaign has been set up. To date the following people have agreed to serve on the committee. We are in the process of obtaining broader national representation. Names are shown with affiliation for identification purposes only and do not indicate organizational support.

Shelley Acheson, Ontario Federation of Labor,
Ontario Coalition for Better Day Care, Toronto

Jane Bertrand, York University Day Care Centre, Toronto

Rita Chudnovsky, British Columbia Day Care Coalition, Vancouver

Gord Cleveland, Action Day Care, Toronto

Susan Colley, Howard Day Care Centre
Action Day Care, Toronto

Martha Friendly, Child in the City, Toronto

Brenda Garner, Manitoba Childcare Association, Winnipeg

Camille Huot, SOS Garderie, Montreal

Laura Johnson, Social Planning Council, Toronto

Jamie Kass, Ottawa Carleton Day Care Association, Ottawa

Julie Mathien, Toronto Board of Education, Toronto

Evelyn McKee, Jesse Ketchum Day Care Centre, Toronto

Pat Schulz, Ontario Coalition for Better Day Care
Action Day Care, Toronto

Myer Siematicki, Ryerson Early Learning Centre
Action Day Care, Toronto

Jan Turner, Saskatchewan Working Women, Wilcox, Saskatchewan.

For further information contact the committee at
19 Carr Street, Toronto, Ont. M5T 2V7, Telephone 416-362-1033.

Is your generosity over-taxed?

The Income Tax Act, as it now stands, automatically rewards those 90% of Canadians who give little or nothing to Canadian charities—at an annual cost to the government of more than a quarter billion dollars in taxes not collected—and for those who do give, works on a regressive principle pegged to taxable income so that, in effect, the less you make, the more it costs you to give.

Consider this comparison: A taxpayer earning roughly \$15,000 per annum who makes a donation of \$200.00 will save \$40.00 through a reduction in taxable income (for an *actual* donation cost of \$160.00), while someone else earning \$45,000 who makes an identical \$200.00 contribution will realize

a tax saving of \$70.00 (for an *actual* donation cost of \$130.00). It isn't fair.

Giving credit where it's due

The coalition of National Voluntary Organizations, representing some 120 national charities, has spent 3 years studying ways to remedy this situation and now proposes a new formula called Give & Take involving two major changes to the Income Tax Act (i) elimination of the Standard \$100.00 deduction—so that only those who give will receive a benefit, (ii) introduction of a 50% tax credit allowing donors to deduct half the cost of their donation from their *tax payable*, rather than their *taxable income* as is now the case.

You figure it out

It only takes a moment. Compare your cost under the current tax policies to the "Give & Take" proposal:

1) 1981 Tax Policies

Your donation of \$ _____ times your "cost factor" of \$ _____% (see below) equals \$ _____, your after tax cost.

2) Give & Take Proposal

Your donation of \$ _____ times the Give & Take tax credit of **50%** equals \$ _____, your after tax cost.

If your taxable income range is:	Your "Cost Factor" is:
\$13,900 to \$17,800	68%
17,800 to 21,800	66%
21,800 to 25,900	62%
25,900 to 27,800	59%
27,800 to 47,600	53%

The Net Gain

Clearly you the donor do better with Give & Take. Canada's charities like-wise should profit from a system which encourages generosity. And our financial and taxation consultants estimate that the federal government will actually enjoy additional revenues through the first five years of the Give & Take formula, or until such time as charitable giving increases from 900 million to 1.1 billion. During this initial period the cost of matching individual donations will be more than offset by the abolition of the standard \$100 deduction. Only thereafter will the cost to government grow, and then only proportional to general rate of growth of charitable donations.

If you agree, write your M.P.

Copy the Minister of Finance or the Secretary of State % The House of Commons—Ottawa, Ontario. K1A 0A6

If you'd like more information write the National Voluntary Organizations Committee, Suite 700, 71 Bank Street, Ottawa, Ontario, K1P 5N2.

cclow

Canadian Congress for Learning Opportunities for Women

ccpef

congrès canadien pour la promotion des études chez la femme

April 28, 1982

Dear Sandy,

Enclosed are the publications that you requested.

As for the budget outline, Susan suggests that you can include

anything in these areas: transportation costs (including accommodation etc.)

postage

photo-copying/printing

telephone calls

If you have any further questions, please let us know.

Sincerely,

Lori

Lori Belovich

for CCLOW

ccLOW

Canadian Congress for Learning Opportunities for Women

ccpef

congrès canadien pour la promotion des études chez la femme

May 21, 1982

NEWSLETTER

We are making an effort to upgrade our Newsletter. In order to do this we need your help.

Please send us articles on:

- 1) New programs you have been developing,
- 2) Issues related to women's learning you have been working on,
- 3) Workshops you have given,
- 4) Strategies you have used successfully (personal/professional/lobbying/survival strategies),
- 5) Issues about which you are concerned but on which you don't see any work being done,
- 6) Announcements of other items of interest to our membership,
- 7) Feminist cartoons.

We plan to publish an issue every three months starting Sept. 1, 1982. Other issues are planned for Dec. 1, March 1, and June 1. Submissions are needed at least 1 month in advance. We have a volunteer committee working to review submissions and to put the newsletter together. If you are interested in joining, please let us know.

We look forward to hearing from you and to receiving your articles.

Due to the fact that we have not yet received our funding this year, we are unable to send a June newsletter. The information package we have just sent you will replace the issue due. We hope that you will find it of interest and that you will be able to take action on some of the items.

Cheers,

Susan

Susan McCrae Vander Voet
National Coordinator
692 Coxwell Avenue, Toronto, Ontario, Canada M4C 3B6

COMMUNIQUE

CONFERENCE COMMITTEE
COMITE ORGANISATEUR



WOMEN AND MICROTECHNOLOGY CONFERENCE RESOLVES STRONG ACTIONS.

FOR IMMEDIATE RELEASE

OTTAWA, June 28, 1982 ... Over 600 women from all across Canada resolved to take immediate actions to ensure that microtechnology is used for the benefit of women rather than the reverse.

The Future is Now: Women and the Impact of Microtechnology was a three day conference held in Ottawa, June 25 - 27 to examine the issues and make recommendations in the areas of employment, training and retraining, education, health and safety, information access and control as well as legislation related to all aspects of the microtechnology industry.

The sponsoring organizations of the conference were the Canadian Congress for Learning Opportunities for Women (CLOW), the Canadian Federation of University Women (CFUW), the Canadian Research Institute for the Advancement of Women (CRAW), and the National Action Committee on the Status of Women (NAC).

The following actions were instigated:

I. EMPLOYMENT, TRAINING AND RETRAINING

(i) A letter will be sent immediately to all federal MPs insisting that employers (under federal jurisdiction) be compelled to train and retrain women. Suggested measures for doing this include the introduction of federal contract compliance as well as new laws entrenching specific employment rights wherever technological change is introduced.

(ii) The Canada Employment and Immigration Commission will receive requests for special programs to be set up and for the allocation of training funds directed towards the integration and advancement of women in the microtechnology industry.

(iii) There will be regional lobbying of Ministers of Education to ensure that suitable, affordable training courses in computer literacy are established.

(iv) That special attention be paid by provincial governments to the needs of immigrant, native, handicapped and poorly educated women is also a priority.

(v) It is recommended that a national Work Research Institute be established

to provide informed guidance in the humane application of the new technology. Funding from federal and provincial governments is requested and women must be involved in the planning of such an institute.

II EDUCATION

(i) The conference delegates agreed to lobby Ministries of Education and school boards to introduce strong measures to ensure that high school girls pursue math and science studies, and are counselled about careers requiring these subjects.

(ii) Women must be involved in the decisions about curriculum changes, the introduction of computer hardware into schools and the development of suitable software programs to encourage girl's interest in microtechnology and computer science from an early age.

(iii) Statistics on the number of women math and science teachers and the number of girls in math and science courses should be available.

III HEALTH AND SAFETY

(i) The conference delegates demanded urgently further information on the possible radiation hazards of video display terminals (VDTs), since, at present, there is no conclusive scientific study in this area.

(ii) All workers should become informed about the health dangers and the stresses of those jobs in the microtechnology industry which have already become "women's work" such as the operation of VDTs and assembly line work.

(iii) A Charter of Rights related to microtechnological change is proposed which should include clauses about advance notice of such change and its step-by-step introduction, safeguards regarding deskilling and reductions in the size of the work force, and provisions for both training and health safeguards.

IV INFORMATION ACCESS AND CONTROL

(i) The conference delegates urge all women to find out what information is contained in their personal and security files, and to lobby for freedom of information and other protective legislation re theft and/or sale of the information in data banks.

(ii) Groups and individuals are urged to make full use of available data base facilities for the exchange of information relating to women's concerns and their employment needs.

VI OTHER RECOMMENDATIONS

Numerous other recommendations regarding actions to be taken by the organising groups were endorsed by the conference delegates.

VII NETWORKING COALITION FORMED

A coalition was formed from the conference with the purposes of:

- (i) Establishing a National Microtechnology Network with the task of exchanging information and lobbying for action, and
- (ii) Identifying urgent needs and ensuring that appropriate measures are-taken.

All women are urged to inquire from the local branch of the conference organizing groups how they may participate in this Network.

FOR FURTHER INFORMATION, please call:

CLOW: Lenore Rogers (416) 461-9264 or (306) 569-3811

CFUW: Eileen Clark (514) 739-7360 or (514) 733-3142

CRIAW: Johanna Hickey - (613) 996-4208

NAC: Doris Anderson - (416) 922-3246

un libre accès à l'information et d'autre législation quant au vol et (ou) la vente d'information contenue dans les banques de données.

(ii) On exhorte des groupes et des femmes individuelles à utiliser pleinement les installations de bases de données pour échanger l'information reliée aux dossiers qui impliquent les femmes et à leurs besoins en emploi.

V AUTRES RECOMMANDATIONS

De nombreuses autres recommandations quant aux mesures qui devraient être prises par les groupes organisateurs ont été endossées par les déléguées à la conférence.

VI FONDATION D'UNE COALITION POUR LES RESEAUX DE FEMMES

Pour donner suite à la conférence on a mis sur pied une coalition qui se propose

(i) D'établir un réseau national de femmes en microélectronique dans le but d'échanger l'information et de réclamer de l'action,

et

(ii) D'identifier les besoins urgents et d'assurer qu'on prenne les mesures qui s'imposent.

Toutes les femmes sont encouragées à se mettre en contact avec les comités locaux des organismes qui ont organisé cette conférence afin de se renseigner sur la façon de participer à ce réseau.

Pour de plus amples renseignements, veuillez téléphoner à l'une des suivantes:

CCPEF: Lenore Rogers (416) 461-9264 ou (306) 569-3811

FCFDU: Eileen Clark (514) 739-7360 ou (514) 733-3142

ICRAF: Johanna Hickey (613) 996-4208

CNA: Doris Anderson (416) 922-3246

(ii) Il faut que les femmes participent à la prise de décisions quant aux changements à apporter aux programmes d'études, à l'implantation de matériel informatique dans les écoles et l'élaboration de programmes de logiciel susceptibles de susciter chez les jeunes étudiantes dès leur bas âge un intérêt dans la microélectronique et les sciences de l'informatique.

(iii) Des statistiques devraient être publiées sur le nombre d'enseignantes chargées de cours de mathématiques et de sciences et sur le nombre de filles inscrites à de tels cours.

III SANTE ET SECURITE

(i) Les déléguées ont réclame de façon urgente de plus amples renseignements sur les risques de radiation éventuellement dégagée par des TEV, vu qu'il n'existe pas encore d'étude scientifique définitive à ce sujet.

(ii) Toute ouvrière doit être renseignée sur les risques à la santé et les éléments de stress rencontrés dans les emplois qui sont déjà devenues "propres à la femme", comme par exemple l'opération des TEV et le travail à la chaîne de montage.

(iii) Une Charte des droits relevant des changements apportés par la microélectronique est proposée; elle devrait comprendre des articles prévoyant des préavis de changements de cette sorte et leur implantation graduelle, de même que des garanties quant à la diminution du niveau de spécialisation requis chez les ouvriers et les réductions dans la main-d'oeuvre et aussi des mesures assurant la formation et des droits en matière de santé.

IV ACCES A L'INFORMATION ET CONTROLE

(i) Les déléguées encouragent toutes les femmes à découvrir quels renseignements sont inclus dans leurs dossiers personnels et securitaires, et en même temps à réclamer

fédérale soient obligés de former et de recycler des femmes. Parmi les modalités proposées à cette fin se trouvent l'introduction de l'obligation dans les contrats fédéraux et de nouvelles lois visant à enchasser des droits spécifiques d'emploi partout où les changements d'ordre technologique s'annoncent.

(ii) La Commission de l'emploi et de l'immigration Canada recevra des demandes exigeant qu'elle établisse des programmes spéciaux et qu'elle alloue des fonds pour un système de formation permettant l'intégration de la femme au sein de l'industrie de la microélectronique.

(iii) Sur le plan régional, on demandera aux ministres provinciaux de l'éducation d'assurer que des stages de formation en apprentissage de l'informatique soient mis sur pied et que ceux-ci soient adéquats et financièrement abordables.

(iv) On incitera les gouvernements provinciaux à veiller de façon prioritaire aux besoins des femmes immigrées, autochtones, handicapées et peu instruites.

(v) Il est également recommandé qu'on établisse un Institut national de recherches sur le travail, qui fournira de l'orientation avertie pour une application humanitaire de la nouvelle technologie. Des fonds fédéraux et provinciaux sont demandés et les femmes doivent obligatoirement prendre part à la planification d'un tel institut.

II EDUCATION

(i) Les déléguées à la conférence se sont mises d'accord pour inciter les ministres provinciaux de l'éducation et les conseils scolaires à introduire des mesures énergiques afin d'assurer que les étudiantes dans les écoles secondaires persistent dans leurs études en mathématiques et en sciences et qu'elles reçoivent une orientation adéquate sur les carrières et les professions qui exigent l'étude de ces matières.



COMMUNIQUE

CONFERENCE COMMITTEE
COMITE ORGANISATEUR



POUR PUBLICATION IMMEDIATE

CONFERENCE SUR LES FEMMES ET LA MICROELECTRONIQUE SE DECLARE EN
FAVEUR D'ACTIONN ENERGIQUES

OTTAWA, LE 29 JUIN 1982. . . Plus de 600 femmes réunies de partout au Canada se sont décidées à prendre des mesures immédiates pour assurer que la microélectronique s'emploie au profit des femmes plutôt qu'à leur détriment.

L'avenir se décide maintenant: les femmes et l'impact de la microélectronique; il s'agit d'une conférence de trois jours tenue à Ottawa du 25 au 27 juin au cours de laquelle on se proposait d'examiner les grands dossiers et de formuler des recommandations quant à l'emploi, la formation et le recyclage, la santé et la sécurité, l'accès à l'information et le contrôle, de même que la législation relevant de tous les aspects de l'industrie de la microélectronique.

Parmi les organismes commanditaires de cette conférence étaient le Congrès canadien pour la promotion des études chez la femme, la Fédération canadienne des femmes diplômées des universités, l'Institut canadien de recherches pour l'avancement de la femme et le Comité national d'action sur le statut de la femme.

Les initiatives suivantes ont été mises en marche:

I EMPLOI, FORMATION ET RECYCLAGE

(i) Une lettre sera envoyée immédiatement à tous les députés fédéraux, dans laquelle on insistera pour que tous les employeurs sujets à la compétence

P.O. BOX/C.P. 236, Stn./Succ. "B"
OTTAWA, ONTARIO K1P 6C4

NEWS RELEASE



1982-79

June 23, 1982

WOMEN, LOW INCOME WORKERS POORLY COVERED BY PRIVATE PENSIONS - HEALTH & WELFARE STUDY

RECEIVED JUL 05 1982

OTTAWA - The vast majority of women and low-income workers have no private pension plan coverage, a Health and Welfare Canada study has shown.

"This study makes it clear that there are serious gaps in pension plan protection, particularly in the private sector," the Minister of Health and Welfare, Monique Bégin, said today when releasing the publication Pension Plan Coverage by Level of Earnings and Age, 1978 and 1979.

The statistics come from those compiled by the Department of National Revenue/Taxation from income tax returns. This is the first time information has been made available on the income levels or ages of pension plan members.

The study confirms that private pension plan coverage is low although it increases with level of earnings. While 48 per cent of Canada and Quebec Pension Plan contributors are members of employer-sponsored pension plans, only 11 per cent of those at the lowest income levels are covered by an employer-sponsored pension plan. However 84 per cent of those with earnings in excess of \$30,000 are protected by employer-sponsored pension plans.

In 1979 only 49 per cent of men in the private sector and 30 per cent of women belonged to a pension plan. This means there were more than two million women working outside the home who had no private pension plan protection. About 1.6 million men in the private sector who earned below the average wage and another half million who earned a bit more (but less than 1.5 times the average wage) also lacked private pension protection.

Because of the mobility of the Canadian labor force and the lack of portability between pension plans, the numbers of people retiring with significant pension income will be even less than the coverage ratios indicate since people who leave a job generally forfeit their right to a pension.

In the public sector, pension plan coverage was virtually complete for all those with earnings above the average wage (approximately \$14,000 in 1978 and \$15,000 in 1979).

Copies of the study are available from the Planning, Evaluation and Liaison Directorate, Income Security Programs Branch, Department of National Health and Welfare. Telephone: (613) 593-7091.

Ref.: Joan Eddis-Topolski

Tel.: (613) 995-8465



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme
May 18, 1982

INFORMATION FLYER

FEDERAL CULTURAL POLICY REVIEW COMMITTEE

Dear Colleague:

As you may know, the federal government recently set up the Federal Cultural Policy Review Committee. This body, also referred to as the Applebaum-Hebert Committee, has published a preliminary report that neglects the cultural image of Canadian women almost completely.

Are you and the members of your organization tired of seeing women portrayed as dimwits in the media? Would you like to see the real-life strengths and struggles of men and women reflected in all media, instead of unreal stereotypes?

We are writing to ask you and the members of your organization to express concern about this issue which affects all Canadian women. We want to insure that the final recommendations currently being prepared by the Federal Cultural Policy Review Committee fully address two issues; the economic disparity facing women artists and the cultural image of women as reflected through the media. The Committee must be persuaded not only to expose the problems, but also to make recommendations that will have a positive influence for change.

It is important to realize that federal government cultural policy will be based on the Committee's final report. The last Federal Cultural Review was carried out in 1951. Accordingly, the Applebaum-Hebert recommendations could affect the way in which women are perceived for the next twenty years!

We urge you to write NOW to each of the following:

Mr. Leo Dorais
Assistant Deputy Minister
Arts and Culture Division
Department of Communications
365 Laurier Avenue West
Journal Tower South
Ottawa, Ontario
K1A 0C8

Mr. Pierre Juneau
Deputy Minister
Department of Communications
365 Laurier Avenue West
Journal Tower South
Ottawa, Ontario
K1A 0C8

Mr. Louis Applebaum
Chairman
Federal Cultural Policy Review Committee
365 Laurier Avenue West
Ottawa, Ontario
K1A 0C8

If possible, send a copy to your local M.P.

Enclosed is a form letter which you can use as a guide; however, a personal letter in your own words will have far more impact and be read more carefully. If possible, please take the time to write in your own words, if not, mail three copies of the enclosed form letter to the names above. Although they are in the same building, it is important that each one receive a letter.

THE APPLEBAUM-HEBERT SUB-COMMITTEE
OF THE ACTRA WOMEN'S CAUCUS

Association of Canadian Television and Radio Artists

Toronto Branch, 105 Carlton Street, Toronto, Ontario M5B 1M2 (416) 977-6336 Telex 06-219884

Branch Offices: Vancouver, Calgary, Edmonton, Regina, Winnipeg, Toronto, Ottawa, Montreal, Halifax, St. John's.

ACTRA

Dear _____

I am writing to express my concern about an issue that affects all Canadian women. The recent Summary of Briefs and Hearings, published by the Federal Cultural Policy Review Committee, fails to stress the importance to our culture of portraying women in a positive and realistic manner in all media, and the economic disparity facing women working in the arts.

FACT: Women make up over 50% of Canada's population, yet recent studies indicate that women do not share proportionately in work opportunities or earnings in the arts.

FACT: The media's cultural reflection of women is narrow, limited and inaccurate.

The media representation of women is a cultural issue and must be dealt with fully as such in the Cultural Policy Review Committee's recommendations. Social problems, such as violence towards women in the forms of rape, wife assault and child abuse cannot be eradicated from society until we deal with the media image of women that supports and condones these problems. It is unrealistic to expect equal work opportunities, respect and pay, as long as the media continue to portray women as mindless stereotypes. It is time that women were represented in a realistic way, showing the broad spectrum of women's strengths and activities in our society.

I am confident that you and your office will give these matters the serious attention they deserve and that the concerns of women will be reflected fully in the upcoming recommendations of the Federal Cultural Policy Review Committee.

Sincerely



RECEIVED JUL 0 6 1982

Freedom of choice
Liberté de choix

Dear Friend:

As you can see from the enclosed material, CARAL is launching a Stand Up and Be Counted campaign, which we hope will bring thousands of women out of the "abortion closet".

In order to approach as many women as possible, we are asking organizations that support our position to circulate our petition to their members.

For many years we have been struggling to make legislators deal with the reality of unwanted pregnancy, which affects thousands of Canadian women every year; but we have fought in an anonymous, faceless way, using cold statistics to try to make our point. It is time that decision makers had to face their constituents -- the women whose lives are placed at risk by their politics.

Would you please make the enclosed material available to your members, by whatever means possible. Some possibilities include: reproducing them in your newsletter; photocopying and sending them to members; distributing them at meetings. If you don't have the financial resources to reproduce the material, please let us know and we will send additional copies.

If we all work together on this, we can make "freedom of choice" a reality.

Sincerely,

Jessie Pearl

for
The Executive of CARAL



Freedom of choice
Liberté de choix

Dear Friend:

I am writing to you on behalf of CARAL, an organization dedicated to freedom of choice on abortion. Although abortion is legal in Canada it is very limited both in access and circumstances. Today even this limited access is under attack by an individual, Joe Borowski, who wants abortion to be illegal under all circumstances.

We are asking all women who have had an abortion to stand up and be counted. As someone who has had an abortion, I know how difficult this can be. For a couple of years afterward I felt as if I had a secret burden, even though I knew I had made the right decision for me at the time. When I finally did talk about the abortion, it was a great relief to find that the people I cared about understood and supported my choice. We tend to forget that most women face at least the fear, if not the fact, of unwanted pregnancy at some time in their lives. I was fortunate when I had my abortion - it was post 1969, I was knowledgeable and in a major centre where it was relatively accessible. But I have spoken to women with experiences drastically different from mine and it makes me want to fight even harder for safe, legal abortions.

The Stand Up and Be Counted campaign is modeled on similar petitions in the United States and France; we hope to recreate their successes here. When we have compiled a minimum of 500 names, including women whose names are familiar to Canadians, the petition will be sent to the federal and all provincial governments. It will also be published in an effort to increase our base of support.

Have you or anyone else you know had an abortion and are you will to speak out? At this critical time we need your support - join me in standing up and saying "I've had an abortion".

Sincerely,

Catherine Daw

Catherine Daw



Freedom of choice
Liberté de choix

WE HAVE HAD ABORTIONS

We believe that it should be a basic human right to decide, freely and responsibly, whether or not to have children as well as to determine their number and spacing. The attitudes and laws against abortion in this country are causing untold suffering.

THE REPORT of the Committee on the Operation of the Abortion Law (Badgley 1977), has documented 'sharp disparities in the distribution and accessibility of therapeutic abortion services.' Only 20% of civilian hospitals had therapeutic abortion committees in 1976. There has been no substantial change since then. Badgley documented long delays for women seeking legal abortions.

SINCE MEDICAL RISKS INCREASE as the pregnancy advances, it is evident that Section 251 of the Criminal Code creates a significant health hazard to women.

A RIGHT WITHOUT ACCESS IS NO RIGHT AT ALL

NOW even limited access is being threatened by Borowski's legal action to declare the law invalid. If he wins, the result will be that abortion will become illegal and women will have to resort to self-induced or backstreet abortions with the attendant risk of fatality.

WE BELIEVE abortion should be a matter of individual conscience, a matter between a woman and her doctor. However, because of the social stigma still wrongly attached to abortion, we the undersigned do publicly declare that we have had abortions, with the hope that women in Canada will take their experiences 'OUT OF THE CLOSET' and through discussion bring about a more enlightened awareness of the abortion issue.

STAND UP AND BE COUNTED

I have had an abortion. I publicly join thousands of Canadian women in demanding repeal of all laws that restrict our reproductive freedom. I understand that my name may be used, with others, in a petition to the federal and provincial governments and in advertising of our stand.

Name: _____

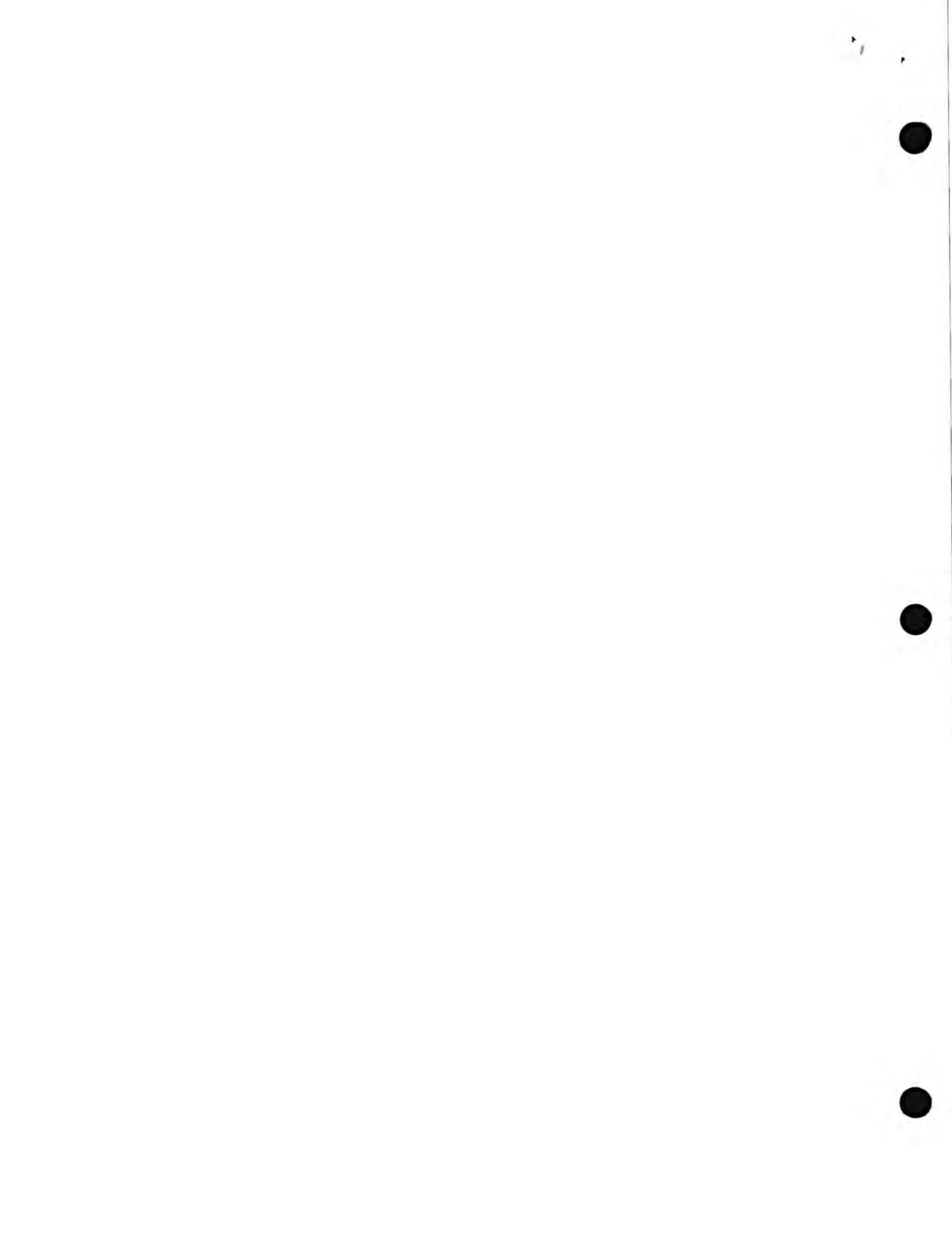
Address: _____

Signature

THE FIRST NATIONAL

WOMEN'S NETWORK CONFERENCE

JUNE 3, 1982



HOW TO ESTABLISH A NETWORK

1. Decide what you are going to offer, and how is it different from other women's groups!
2. Test the market. Try a couple of small sessions!
3. Budget: Work with local college/university - government grants - seed money from foundations - sponsors - donations - cost-recovery basis - profit?
4. Consultation/Communication with other women's groups, explain how Network is different, solicit co-sponsorship.
5. Get Names. Mailing lists, Associations, rosters, class lists, memberships of professional and business groups for Network invitations.
6. Structure. Informal Committee.
Constitution and By-laws - President. Company directed.
Co-operative - office - telephone.
Co-ordinator, secretary.
Address.
Bank accounts.
7. Membership/Learner Services: Why join and what do you get for your money?
Maybe tax deduction!
Directory. Newsletter.
Discount on programs.
Liaison with Network groups in North America.
Access to sub-Networks.
8. The Event. The setting is critical. Hotel or hall.
Dinner or snacks - speaker?
Costs. Invitations. Pre-registration and cut-off.
9. Media. The Blitz. Everyone gets tip sheet. T.V., radio, magazines, community T.V., public spot announcements.
"What's on in town". Business calendar.
10. What Happens at the Event? Banner. Networkers.
Giant name tags. Agendas. Numbered tables.
Network activities, structured sessions, information display, exchange table, business card board.
Evaluations - open mike opportunities, sub-Networks. No head tables, deliberately 'squeeze' women together. No smoking tables.
Vegetarian meals offered. Ongoing membership sign-up.

HOW TO ESTABLISH A NETWORK (continued)

11. After the Event. Develop working committees. Advisory, program, newsletter, liaison with other Networks. Annual survey of membership. Supplying information to other potential Networks.
12. Special Activities. Represent your Network at local outings, give talks to high schools. Media appearances.
13. Programs. Workshops. Mentoring - resourcing.
The Big Events. Concrete advice, i.e. tax and money planning!
Develop membership potential. Motivation and encouragement. Own stories - career profiles.
14. Criticism. You're elite. You're a service club. You're emulating the guys!
So! Networking is "up-front". Women have no time to waste.
Network crosses all boundaries.
15. You're a Success when: You get feedback of women changing/improving their lives, notes of thanks, new business cards, partnerships formed. Personal problems are solved. Friendships made, support, growth, learning in this contact system occur which was created by women for women.

E. Hendry.

June, 1982.

Networking: The Great New Way for Women to Get Ahead.

Mary Scott Welch. Harcourt Brace. Jovanovich, New York, 1980.

Is Networking for You: A Working Woman's Alternative to the Old Boy System.

Barbara B. Stern. Prentice Hall. New Jersey, 1981.

PART I - 'GETTING IT OFF THE GROUND'

<u>ACTIVITY</u>	<u>SUGGESTED TIME</u>
Step 1: Introduction of workshop leaders.	5 min.
Step 2: Statement of objectives	5 min.
<u>Option A -</u>	
Step 3: 1) Talk on "What is Networking?"	10 min.
2) Interviewing Exercise for self assessment	25 min.
<u>Option B -</u>	
Step 3: 1) Brainstorming in small groups - topic "What does networking mean to you?"	10 min.
2) Feedback from groups to summarize networking ideas.	10 min.
3) Interviewing exercise for self assessment	25 min.
Step 4: "Labelling" yourself-name tags to practice networking.	15 min.
Step 5: Feedback after networking practice	15 min.
Step 6: Describe group project	10 min.
Step 7: Group project	60 min.
Step 8: Feedback on project	20 min.
Step 9: Introducing Personal Contracting	5 min.
Step 10: Personal contracting	15 min.
Step 11: Closure	5 min.
Step 12: Evaluation	5 min.

HOW TO DO A 'RESOURCING' WORKSHOP IN 12 EASY STEPS

Presented by: Diana Cawood and
Valerie Brooks Smarz

This guide for designing and co-ordinating a Resourcing Workshop consists of three parts:

Part I: 'Getting it off the Ground'

Design Suggestions with time allocations.

Part II: 'Keeping it Flying'

Description of the Content and Exercises and Procedures.

Part III: 'Survival Kit'

Sample Handouts

PART II 'KEEPING IT FLYING': DESCRIPTIONS OF THE CONTENT, EXERCISES
AND PROCEDURES.

PREPARATION:

This workshop is designed for 20 - 30 people, over a 4 hour period, using a working lunch. It is best accomplished if participants "brown - bag it", or sandwiches are catered in, so no one has to leave the premises. The nature of the workshop is highly participatory and, as you become familiar with the exercises, you will see there is a lot of flexibility for tailoring the workshop to your needs and time constraints.

The Logistics:

- coffee, etc., should be available for the duration of the workshop.
- a spacious room is required
- chairs should be arranged informally (in 1 or 2 semi-circles) to promote discussion
- tables should be available for group project work
- kits with handouts should be assembled before hand.
- supplies required:
 - at least 1 dozen felt pens
 - masking tape
 - straight pins
 - extra pencils and scrap paper
 - flip charts with extra paper
 - coffee supplies
 - hand outs
 - posters

SETTING THE TONE:

To create the climate for positive networking we prepare and display posters such as: "Networking worked for "

- Ellen, who found a raquetball partner
- eg: a nurse who became a stockbroker
- a teacher who became a training consultant in business

Sue, who found out about the M.B.A. Program
a housewife who became an entrepreneur.

We draw on real life examples. However, if this poses a problem, don't hesitate to invent some of your own. Another poster, "Networking Opportunities" encourages the participants to write at any time throughout the workshop on such things as: job opportunities, services available, recommended books etc.. We usually jot 1 or 2 items down at the beginning, so no one has to worry about being the "first".

INTRODUCTION:

We have always run the workshop as a team because it offers the opportunity to model good networking between us. We have also found it helpful to include remarks in our introduction about how we met, how we came to be doing the workshop together, and any other comments that illustrate 'networking in progress'.

STATEMENT OF OBJECTIVES

It's important to make a clean statement of what will be covered to make sure you and your participants are on the same track. For example, these are the objectives we have usually listed on the flip chart, discussed and agreed on with the group:

- 1) To assess ourselves - to discover what you have, what you need;
- 2) to practise active networking - one on one and in a group;
- 3) to develop ongoing contracts .

TALK ON "WHAT IS NETWORKING?"

We lead a brief talk on some of the key points of networking. This is usually given in a lecture format with one partner speaking and one partner capturing the essence by writing up key words on the flip chart.

Your talk may include comments on the following:

1) Ground Rules

- networking is a "joint exploration". In any networking exchange, including this workshop, it only works if both sides take responsibility to share their expertise, their ideas, feelings and concerns.

- networking is a "process". Networking is not a thing we talk about so much as something we do. Therefore, again, it will only work successfully if we all jump in and do it! The consequence of this process is often an increased sense of one's own power (better information) and confidence.

2. Goals of Networking *

a) Resource exchange - to get and give information. Remember you are as valuable a resource to people as they are to you.

b) Referrals - to be able to contact the right person,

c) Feedback - to try our ideas, to grow personally,

But, fundamental to successful networking is knowing yourself - what you can offer, what you need, who you are.

INTERVIEWING EXERCISE ON SELF ASSESSMENT

We lead into this exercise by saying that none of the above goals can be achieved without knowing something about yourself. This exercise provides

* See "Women's Network - A Working Definition" by Eileen Hendry at end.

participants with some baseline data on themselves, which contributes to the exchange of information in the networking process.

Begin with groups of two (three's can work for an odd number). One person plays the part of the interviewer and spends 10 minutes filling in her partner's worksheet, as she asks the questions. After 10 minutes the roles are reversed and the interviewer becomes the interviewee. At the end of the exercise each person should have her completed questionnaire returned. Keep things moving by circulating around and facilitate the "silent ones". No one should be writing down her own answers. Because we've been conditioned to be modest in our society, you will need to make some encouraging remarks so they will draw out their talents and write them down.

BRAINSTORMING IN SMALL GROUPS

The objective of this task is to generate the key points about networking from the group themselves, rather than via a straight lecture. After explaining the "Statement of Objectives", we ask the participants to form small groups of 5 - 6, and brainstorm on the topic "What does Networking Mean to You?". Within the allocated time, groups should come up with at least 4 or 5 ideas. They will be asked to report back to the whole group. If necessary, the process and principles of brainstorming are explained first. Paper and pencils are supplied to the groups, if needed. Circulate amongst the groups encouraging them to put down all their responses as there is no one answer.

FEEDBACK FROM BRAINSTORMING GROUPS

As each group reports back, this is an excellent time to note key networking issues and ideas on the flipchart. Usually these can be summarized around topics such as networking "Ground Rules" and "Goals" as described earlier. In taking feedback onto the flipchart it is important to use some of their own words and terms. We have found it helpful to summarize with a comment to the effect that, although people may think of networking in different terms and have many reasons for getting involved, there are some expectations and concerns that are common to all.

'LABELLING YOURSELF'

This exercise provides a follow up to the self assessment task previously completed.

It becomes obvious to the participants at this point in our workshop that they do not have a name tag. We joke about this, drawing their attention to the blank page in their handout kit.

Each person is asked to write down her name in large letters, and comment on "I've got/ I have" and "I need/ I want" - an easy task now, because it highlights the information from the interview. Everyone pins or tapes on her label.

Sample: Jane Smith

I've got: experience in running a bath boutique

I need: help with my finances.

We both make sure we wear one of these "giant, economy size" labels, to model the fact that this exercise can be fun, as well as informative.

But . . . you can't wear a label in life ! Before letting the participants start the one on one networking, we run a short discussion on the fact that most real life conversations begin with - no label, drink in hand and the question "What do you do?" How you answer that question is crucial to good networking. In answering the question, the point we stress is to describe what you do, rather than stating your job title, e.g., "I'm a teacher, engineer, etc." Stating what you do, e.g. "I'm designing programs for gifted children" or "I'm supervising the construction of the new office tower on the corner of Georgia and Howe."

We role play effective and ineffective responses to the question "What do you do?". Following this the participants begin one on one networking, mixing and mingling among the whole group. (Fresh coffee is available.) At the end of the allocated time, they must have formed groups of five or six people.

We also circulate among the group, modelling good networking by meeting as many of the participants as possible.

FEEDBACK AFTER NETWORKING PRACTISE

This feedback session is usually handled as a general discussion with the group as a whole. It is different from the previous feedback session in that much of what is reported here will carry an emotional tone because they have just tried it out. Be ready for this with support, encouragement and good listening skills on your part. We usually start it off with questions such as: "Well, how did that go?" "What have you discovered about the networking process?" "Would anyone like to share her thoughts or feelings

as a result of trying it out?" "What went well? Where did you have trouble?" After the first few tentative comments (sometimes, it is lively and rich with everyone talking at once, then you have no problem), discussion will quickly pick up. We share facilitating the discussion and taking note of key words or phrases on the flip chart. This creates good interaction and a changing focus.

The content of the discussion can usually be summarized around three areas:

1) Key points - once again reinforced re: (a) personal initiative - we often ask them to consider whether they were "choosing" who to talk to or 'being chosen', waiting for others to take the initiative. Continue with asking them to speculate on how representative the 'choosing/being chosen' syndrome is in their work/personal lives. What results? This discussion often leads them to comment that good networking depends on good assertive skills, because they increase your self confidence as well as your control over a situation.

(b) free information - it becomes self evident that information flow depends on trust. But also, that trust increases with the increase in disclosing information about oneself. So, who is to take the risk first? Bring up these points but do not hope for resolution !! Move on - as people often want to make their statement in the next opportunity for action.

2) Ethics and Etiquette - these issues include the 'process' comment around returning favors; doing a follow-up, e.g., let your contact know how things worked out; contributing to, as well as receiving from, the networking process; and, ofcourse, maintaining confidences.

3.) Personal Obstacles

The concerns expressed here often derive from a lack of confidence and include such things as: fear of rejection, fear of doing or saying the "wrong thing" , lack of assertive skills, shyness, comparing oneself to others and feeling inadequate, etc. We acknowledge these fears. It helps to bring them out into the open so that participants can see how many people are "just like me". We then move on by pointing out a positive step to put these "fears" into perspective. For example, a quick comment on "being specific" has usually proved useful. Too many people feel overwhelmed by the vague sense of 'there's so much to find out and so many people'. Bring these fears down to manageable levels by defining for yourself the one thing you would like to find out or you would like to offer; the one person or type of person you would like to meet. This reinforces, again, the importance of knowing yourself, your goals and values - and giving credit to yourself for your own talents and accomplishments.

Summarize the feedback comments by noting the importance of the process itself . Sometimes we are so anxious to look good and or achieve our goal (e.g. find out who is in charge of training programs at the bank) that we lose sensitivity to the process of networking that is happening right now. Putting more attention on 'how' you are doing it to balance 'what' you are doing makes for effective networking.

THE GROUP PROJECT

We introduce the Group Project by commenting on the fact that little in this world is accomplished either alone or on a one - to - one basis. Most often we must collaborate and co-ordinate with a number of people. This project quickly sets up an experience to move beyond the one to one and explore what is involved in "getting your act together as a group". Your instructions to the participants should be minimal - allow them to struggle with some ambiguity re: what is expected. This forces the group to rely on its own resources. We usually inform them that, as a group, they are to design a new organization. They are to decide the purpose of this organization, its general structure - i.e. how it will be tied together, and how the resources of the people in the group will be 'mobilized'. This activity is usually a 'working lunch', with bag lunches, flip chart, paper and felt pens spread across their working table. If it is possible each small group should work in a separate area. This is best, because discussions often get lively, with each group vying for the most imaginative idea. In your instructions, be sure to inform the groups that a spokesperson from each group will be expected to report back, displaying 'their organization' on flip chart paper and giving a 3 - 4 minute discussion of its highlights. Watch the timing of each presentation as the groups tend to get very involved with their own creativity. So far with many new organizations designed in our groups from "Health farms" to "Consulting Co-ops" to "Environmental Survey Teams", we have never had a duplicate. Post the flip charts around the room as each group finishes its presentation. You and all your participants will be amazed - proud and delighted! - at the

breadth of talents displayed. Note: This project may seem like a risk and you may be tempted to make it more structured, either by 'institutionalizing' the instructions or by answering too many of their questions in the beginning. Expect frustration, hesitation, and perhaps some annoyance as participants struggle to get started. The problem dissolves once they begin to share their talents and ideas, and their feelings of uncertainty and tentativeness as a group. While groups are working, we generally circulate to encourage and support but not to get involved nor to answer specific questions.

FEEDBACK AFTER THE GROUP PROJECT

The most common theme of the feedback can be summed up in one person's statement: "We were so scared to start. We didn't believe we could do it, but once we got going . . ." A word about our rationale behind the Group Project exercise will help put the feedback comments into perspective.

Effective networking over time depends on actually doing something together - making a product, performing a service, enjoying an activity or bringing an idea into reality. Many people, excited at their first few network events, experience disappointment in their 'networking' after the initial euphoria of meeting such wonderful new people wears off. To build trust and richness in your new relationships, it's essential to actually get down to the 'nitty gritty' of sharing something in the real world together. The Group Project forces this process under very tight time constraints.

We usually handle the feedback session as a whole group discussion with one of us alternately leading or encouraging the discussion and the

other catching key words or phrases on the flip chart. You may get a few comments around how a group dealt with leadership issues, conflicts, or competition but generally these are minor. Most comments center around:

1) the Product - pride and delight in the variety of companies designed, the ingenuity of ideas and the breadth of talents discovered.

2) the Process - Aha! and elation at breaking through the trust barrier. "We were strangers when we came to the workshop and now having done this, we feel cohesive and supportive of each other". (By the way, one 'company' actually went into the market place and is doing well). "It was hard to brag about our talents or begin to state our true desires and expectations, but we finally realized we had to get on with who would do what ,when and how !!"

This feedback session is often a highlight of the workshop. Participants have actually experienced the root meaning of the word "Resourcing - to arise anew, to try a means yet untried". They have gone from self introspection to one on one interchanges to creating something by relying on the exchange of resources within their group.

PERSONAL CONTRACTING

As illustrated by the group project experience, effective networking builds on actually initiating specific arrangements between one another. The Personal Contracting activity allows individuals a chance to choose someone with whom they would like to continue networking. They are instructed to write a contract with a partner, to set up a time, a space and a place for the event to occur. What they choose to contract about is completely open.

Several samples of contracts are displayed on posters and participants are encouraged to draft their own versions tailored specifically to their needs, demands and pleasures.

Sample Contracts

June 3, 1982

I Val, will help you,
Diana, to co-ordinate
your wardrobe, next
Monday from 7 - 10 pm.

In return, I, Diana, will
help you, Val draft
ideas for your major
paper on Tues at 1 pm.

June 3, 1982

We contract to play
raquetball every
Wednesday for 3
months, during the
afternoon or evening.

After seeing the sample contracts, participants are encouraged to write their own. We circulate and help with difficulties. This process is encouraged but it is optional, and no one is forced to develop a contract should they not wish to . . . However we stress that getting down to the specifics of when, what, and who, is the only way good networking develops.

CLOSURE

After the contracts have been completed it is important to bring the group together as a whole again with some quick closure exercise. For example, we often ask individuals to share, in a single word, " What does Networking means to you now?"

EVALUATION

Before leaving, participants are requested to fill in an evaluation form, on the workshop leaders and the workshop. This provides good feedback for future modifications, and enables us to debrief each other when the workshop is finished.

FINISHING TOUCHES

We ask each person to leave their "label" and write their address and phone number on the back. These labels are then typed into a "participants' list", and mailed out as a resource mini-network to participants.

e.g.:

<u>Name</u>	<u>Address</u>	<u>I've got</u>	<u>I want</u>

Our timing is usually kept to the 4 hours. We endeavor not to run over, as a commitment to those who may have made other plans.

After the workshop, it's relaxing to sit down and celebrate your success, take a look at the day, evaluate your performance, and make your own notes on 'fine tuning' since everything is fresh in your mind.

PART III 'SURVIVAL KIT': Sample Handouts

The handout kit consists of the following materials placed in a file folder:

- 1) Interview questions.
- 2) Blank page
- 3) Group Project instructions.
- 4) Personal Contracting instructions.
- 5) Evaluation form.

INTERVIEW QUESTIONS

These questions are typed on three pages 8½" x 11" allowing lots of space to fill in the answers. E.G.:

Page 1 of SELF ASSESSMENT - INTERVIEWERS GUIDE SHEET

Name of Interviewee

Ask each question in sequence
Keep answers brief, but relevant.
Write legibly, but clearly.

- A. What is your present occupation?
- B. What did you do before?
- C.
 - a. What is your realistic career goal toward which you are moving?
 - b. If skills, education, location, age, experience or other constraints were not a factor, what would be your fantasy career goal or job?

Page 2.

- D. What are the three most interesting work/life activities you've ever participated in?
- E. What are your three best skills?
- F. What are three skills or qualities you'd most like to improve?

Page 3.

G. Describe your biggest success.

Group Project Instructions / Personal Contracting

The instructions are typed at the top of a single page. The rest is left blank for their use.

GETTING IT TOGETHER

Your group has the task of designing a formal organization to illustrate how you will use the people and resources available to you.

What is the name of your organization?

What are its goals?

How did you actually structure using your group's resources?

A spokesperson for your group, will be responsible for presenting your group's final design.

PERSONAL CONTRACT

With your partner, be specific about the arrangements of your contract - who will do what, when, and where. Include phone numbers, addresses or any other information needed between the two of you.



WOMEN'S NETWORK

A Working Definition

Suggested guidelines to discuss, think about, and try out:

1. To make contact with other like-minded women
2. To share problems, provide psychological support, and contribute to each other
3. To provide a low risk/high trust environment for exploration
4. To enjoy each other's company and reduce isolation
5. To make the "Buddy" system work for women as it works for men
6. To access the informal power structures
7. To get leads on job openings and be part of a grapevine
8. To find sponsors, mentors, or be one
9. To provide female role models
0. To read the Red Flags--navigate road blocks--cut corporate red tape
1. To socialize for business purposes
2. To sell yourself and services
3. To make you visible
4. To rejuvenate your career
5. To develop a sense of professionalism and esteem
6. To exchange ideas, questions, solutions and information
7. To seek advice and provide guidance
8. To provide intellectual stimulation
9. To problem solve and facilitate communication
0. To provide you with opportunities for growth and personal development
1. To share news on training opportunities
2. To provide educational events, seminars and workshops
3. To provide an information exchange of services, facilities, activities of interest to women

Eileen Hendry--October 30, 1979

INFORMAL ORGANIZATIONS

Informal organizations have been defined as:

...alliances that are neither structured nor designated by the organization's administration; and in them, role behaviors of individuals are not organizationally determined. These groups are natural formations in the work environment, which appear in response to the need for social contact. However even though they are informal, they typically form within the structure of formal groups. (ROBBINS, 1976, p.280)

NETWORKS

copy ↓
...a set of nodes or points connected by lines or links... where the nodes are persons, groups or organizations. The things which travel between the nodes are socially relevant, they are usually objects, labor, affection, evaluation, knowledge, prescription, opinion, influence and power. So a network is a connected set of social actors exchanging socially relevant materials... Networks may be formally instituted or informally emergent; they may be transorganizational or internal to existing organizations, they may be fully known or visible to their members or so dispersed that their members do not fully know or understand the network of which they are part; and they may have no center or one center or more. (MILES, 1977, p.2)

*networking
social structure
groups*

BARRIERS TO NETWORK DEVELOPMENT

VALUE BARRIERS are barriers that exist because individuals and groups have different ideologies and values. Often the barriers can be traced to the basic characteristics of the Network itself. Because the value implications are, in beginning Networks seldom clear, uncertainties about the consequences of Network involvement creates "resistance" that I prefer to understand as an healthy defence mechanism. SCHON (1977).

POWER BARRIERS are caused by the redistribution in the system due to Network utilization and the people involved in the establishing of these barriers are "the gatekeepers of the establishment" or the ones who stand to lose their power due to the redistribution. SCHON (1977).

PSYCHOLOGICAL BARRIERS occur when individuals resist change in spite of the fact that the innovation does not contradict their values or upset their power. They are simply "anti-change". SCHON (1977).



NATIONAL ACTION COMMITTEE
on the status of women
LE COMITÉ NATIONAL D'ACTION
sur le statut de la femme

Suite 306
40 av. St-Clair est
40 St. Clair Ave. E.
Toronto M4T 1M9
(416) 922-3246

May 29, 1982

MEMO TO: NAC Member Groups
FROM: NAC Federal Constitution Committee
RE: Exploring the idea of a National Women's Conference
on the Constitution
(for further information, see NAC MEMO report from
Constitution Committee meeting, May 29, 1982)

The NAC Federal Constitution Committee wants to explore with member groups of NAC as well as other national women's organizations the possibility of holding a national conference, sometime within the next 18 months, to discuss the implications of our newly patriated Constitution and Charter of Rights and Freedoms on the lives and future of women.

We feel that in the months & years to come there will be numerous occasions to test nearly every aspect of women's lives in terms of protection guaranteed, or not guaranteed, by our Constitution.

We invite you to write and let us know your interests and concerns. We do not want to lose the momentum generated by the Ad Hoc Conference of February 1981, and the interest that event generated. Many of you will remember, as well, the November 1981 struggle, the "equality clause struggle" when we lobbied and won a great victory for Canadian women.

However, many of us are concerned that we must, indeed, remain vigilant. For this reason, we are suggesting that a constitutional conference, designed to update, educate and keep us connected be held sometime in the next 18 months.

If you think this is a good idea, let us know, and let us know how you would like to be involved. Also, please let us know what concerns you would like to see covered in the content of such a conference.

Send your comments to the NAC Constitutional (federal) Committee.

Pat Hacker & Gerry Rogers, Co-Chairpersons.

With the compliments of

Flora MacDonald, P.C., M.P.

Kingston and the Islands



CANADA

House of Commons Debates

Wednesday, August 4, 1982

CRIMINAL CODE

AMENDMENTS RESPECTING SEXUAL AND OTHER OFFENCES

Hon. Flora MacDonald (Kingston and the Islands): Mr. Speaker, in speaking to Bill C-127 this evening, I want to pay tribute to the co-operation, perseverance and dedicated interest of hon. members on all sides of the House for having made this legislation possible.

I cannot over-emphasize the importance I attach to this bill. It is one of the most crucial pieces of social and legal legislation to be dealt with for a long time. We are talking about amendments to the Criminal Code; indeed, we are talking about the modernization of some critical elements of the Criminal Code, particularly as they affect women.

But I would first like to mention the work done by my colleague, the hon. member for Surrey-White Rock-North Delta (Mr. Friesen), on that part of the bill dealing with parental abduction. In the closing minutes of our final committee hearing, he paid special tribute to Mrs. Lois Preston, president of Parents of Kidnapped Children in British Columbia, and Mrs. Lilia Lopez Karu, president of Abducted Children's Rights of Canada, for their contribution in ensuring that the amendments to the Criminal Code dealing with parental abduction become law.

In this bill, the current laws relating to rape and indecent assault are being changed to emphasize the violence as opposed to the sexual aspects to these crimes. In other words, we will no longer have the term "rape" in law.

This legislation has a long history. Individual women and groups of women all across the country have been pushing for changes to the rape laws. It was apparent that this section of the Criminal Code cried out for reform. The number of reported rape cases was far below the actual number of offences. It has been estimated that only one in ten case of rape was reported. That was due largely to the stigma which surrounded the rape victim—the idea that somehow nice girls do not get raped and the belief that she must have asked for it. The victim was always subject to having her past sexual history used as evidence against her—the victim, remember—in a court of law.

The conviction rate for rape has traditionally been much lower than the conviction rate for other serious crimes—only a 52 per cent conviction rate for rape, compared with an 82 per cent conviction rate in the case of other indictable offences. As a result, women's groups such as the National Action Committee on the Status of Women and the National Council of Women began calling for a complete removal of the existing rape sections from the Criminal Code. They wanted, instead, the enactment of a new offence dealing with rape as a type of assault.

The government responded with Bill C-52 some four years ago, and that had one major beneficial effect. It brought together all women's groups calling for four basic principles which they wanted to see embodied in the law: treatment of rape as a type of assault, creating tiers of sexual assault to parallel existing assault offences, abolishing spousal immunity, and limiting admissibility of past sexual history.

In October 1979, the Progressive Conservative cabinet approved draft legislation to change rape to sexual assault and to abolish spousal immunity. This is a philosophical position from which our party has never retreated.

Since the introduction of Bill C-53 by the present Minister of Justice (Mr. Chrétien) in January 1981, we in this party have made a sustained effort to ensure that the fundamental principles embodied in the draft legislation of the Conservative government would not be ignored. And we have stuck to that throughout the long months of committee meetings. I am sure the minister will agree that that determination on our part contributed significantly to the improved bill which we have before us this evening.

We now have a bill which provides that the assault and sexual assault structure of the Criminal Code will have three tiers. The minister has outlined those three tiers. The women's groups which appeared before the committee were unanimous in their desire that the new law would be modelled on existing assault provisions in the Criminal Code, so that there would be a firm foundation for the new sexual assault provisions. This was the reason our party insisted in committee on three tiers of assault and sexual assault. This is why we wanted the concept of "bodily harm" to be positioned in the second tier of assault and sexual assault. It was only late on the last evening of committee hearings that we finally secured that significant concession from the government.

Also we eliminated the amendment which was put forward to include acts of degradation in the second category. We insisted that that come out, as we insisted that serious bodily harm be restored to bodily harm. Those were the things we acquired during the committee hearings.

I know the bill before us is not perfect, but indeed it is a great step forward and it is of particular significance to women. I believe this piece of legislation will mark a new beginning in the way society views coercive sexual acts. This legislation makes a clear statement. It calls a spade a spade. It says that sexual assault is primarily an act of violence, not of passion; an assault with sex as the weapon.

The first major hurdle of name change has been achieved, but it is absolutely incorrect to argue that what we are doing here is only a change of semantics. The new sexual assault offences do not just refer to forced sexual intercourse but include all types of forced sexual acts. This, too, is a major step forward.

Until now forced penetration has been the major component of rape. No one will deny that forced penetration is a serious offence, but the new legislation recognizes that other types of forced sexual acts may be equally serious. This is very, very important. Fear is a four letter word called "rape". Removing the name does not remove the fear, but it means that women will be able to report sexual assaults against them without the additional fear of being branded as immoral by society. More important, the bill means that those who commit the heinous crime of violating another person are much more liable to be convicted for their vicious acts.

I am very proud of the role our party has played in bringing this legislation to fruition.

"TONS OF RHETORIC AND LITTLE SUBSTANCE..."

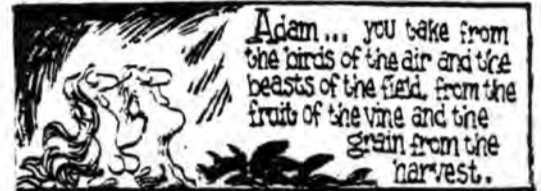
That's how NDP Status of Women critic Margaret Mitchell describes the dismal Liberal government's record in helping women achieve equality in the workplace.

"While Judy Erola and Monique Begin shrug off questions and criticisms by suggesting real changes are on the way, the truth is that they have failed miserably."

Just take a look at issues that most concern working women.

-- Uncontrolled inflation and high interest rates have meant a real downturn in the job market. And women are suffering from unemployment in record numbers. The Liberal government has failed miserably in its attempts to deal with this problem. Only 31% of the Canada Works and LEAP employment program has been targeted to women, yet women make up 45% of Canada's unemployed. Job creation measures have almost completely bypassed the hundreds of thousands of women with a family to support. And most jobs created are on the edges of the work force, short-term and low-paying with little chance of acquiring skills for permanent employment.

-- If getting a job is a real struggle for women, getting a good-paying, challenging job has become a remote fantasy. Judy Erola recently warned private industry that mandatory affirmative action is not far off. Maybe she should take a look at the Liberal's past record. Only 3% of students in apprenticeship training are women; only 27% of all industrial trainees are women and only 33% of the full-time students in the manpower program are women. Her own department is no better. 80% of the women who work for the Department of Energy, Mines and Resources are in the lower-paid support staff positions. And a mere four women have attained the management category, four out of a possible eighty-four positions.



-- The Liberal government enshrined equal pay for work of equal value in federal legislation in 1977. And promptly forgot about it. Five years later, thousands of the government's own workers have been forced to take their case for equal pay to the Canadian Human Rights Commission. In 1982, the truth remains that for every dollar a man earns, a woman earns only 58 cents -- not so surprising when you realize that 60% of all working women hold low paying jobs in clerical, service and sales fields.

-- Judy Erola delights Canadian women with lines such as "paid maternity leave should be fair and equal all across Canada." Erola's idea of immediate and decisive action was to suggest that a committee study the question. Meanwhile, Canada's labour unions have had to do what the Liberal government won't -- negotiate collective agreements that provide adequate maternity leave for women in the workforce.

Canadian women deserve better results from the two women in the Liberal cabinet. The truth is that the Liberal government continues to treat women as a reserve army of labour. As Ed Broadbent, NDP leader said, "When women are accepted at every level within their chosen occupation, then we will have equality in the workplace."

TASK FORCE ON OLDER WOMEN...

New Democratic Party MPs are travelling across Canada to meet with individuals and groups concerned about the problems facing older women. The dates of the meetings are listed below. Locations will be publicized in your daily newspapers. Please try to attend. We're open to your comments, ideas and suggestions.

Sept. 24-25	Halifax, N.S.	Oct. 29-30	Whitehorse, YT.
Sept. 26-27	Fredericton, N.B.	Nov. 12-13	Montréal, P.Q.
Oct. 1-2	Winnipeg, Mtba.	Nov. 19-20	St. John's, Nfld.
Oct. 22	Edmonton, Alta.	Dec. 3-4	Hamilton, Ont.
Oct. 23	Calgary, Alta.	pending	Thunder Bay, Ont.
Oct. 24-25	Yorkton, Sask.	pending	Yellowknife, NWT

We're also gathering information by means of a questionnaire. If you're interested in filling one out, please write us, **postage free**, and we'll send you a copy. Hope to hear from all of you!



HOUSE OF COMMONS
CANADA

PAULINE JEWETT, MP
NEW WESTMINSTER-COQUITLAM

MARGARET MITCHELL, MP
VANCOUVER EAST

NEIL YOUNG, MP
BEACHES

The Women's Report...

July 1982

Dear Friends,

Pensions may seem complicated, technical, and too far off in the future to worry about. But it is a vital issue of particular importance to women. Women's needs are not adequately met by our present retirement income system.

Most of today's female pensioners spent their lives as homemakers -- a job for which they received no pay or benefits. Thus, they are almost totally dependent on Old Age Security and the income-tested Guaranteed Income Supplement. But the maximum benefits provided by both these programs fall 18% below the poverty line.

An equally grim reality faces widows who hope to rely on some income from widow's benefits. The Canada Pension Plan provides a surviving spouse with only 60% of the contributor's benefits. The average benefit paid to widows by the CPP was only \$93 per month.

Women who work outside the home don't fare much better. The Canada Pension Plan makes no special provision for women who temporarily drop out of the labour force to bear and/or raise children. During this period of her life, a woman isn't allowed to put any money into her CPP fund. Another disadvantage is that the plan provides only about 25% of pre-retirement earnings. In 1980, the average CPP retirement benefit paid to women was \$100 per month.

All these facts paint a desperate picture. Older women and especially single older women are more likely to experience poverty than any other group in this country.

The NDP caucus is travelling across the country and meeting with groups concerned about the special needs of older women. We're hearing about their problems and listening to their ideas. We're also committing ourselves to a Canadian pension system that's based on the following principles:

- all pensioners should be guaranteed a basic retirement income at a level above the poverty line, whether they live in cities or towns, and regardless of sex, marital status or income class;
- pensions should replace about 75% of pre-retirement earnings so that people can move from work to retirement without a dramatic decline in their standard of living;
- pensions should be indexed so that retired people don't see their savings and pensions dwindle away as the cost of living rises.

We'd like to hear from you with your comments and ideas. Please write us, postage free!

Sincerely,

Pauline Jewett Margaret Mitchell Neil Young

LEGISLATIVE UPDATE... BUDGET FLASH!

It's hard to believe. But the latest Liberal budget is worse than the one they brought in last November. It directly affects all women in this country. Let's take a look at just three provisions.

First, the Liberal government has cut back on the automatic indexing of pensions to senior citizens who receive more than the princely sum of \$6000 a year. This means that the 1.2 million pensioners who receive only the Old Age Security benefits will lose \$300 in the next two years. Over half this group are women.

Second, the same kind of de-indexing is planned for Family Allowance cheques. On the face of it, it appears as though families will not be losing too much money; the planned increase in the refundable child tax credit will compensate for the reduction in family allowance benefits over the two year period.

In both these cases, it's quite clear that because the benefits have been reduced for two

years, when indexing is re-introduced in 1985, the amount of money on which the indexing is based for the future will be a lot smaller. In the long run, that means a real financial loss to women with children.

Finally, the federal government has just put wage controls on public servants of 6% in 1983 and 5% in 1984. The provinces and the private sector have been asked to apply the same restrictions on their workers and seem only too happy to comply. It's not hard to imagine how bad that's going to be for female employees. Already, they earn only 58% of what a male employee makes. And this across-the-board wage control will put them even farther behind.

New Democrat MPs know that one of the ways out of this mean-spirited budget and the even worse economic mess is for Finance Minister MacEachen to resign and make way for some hopeful and fair-minded ideas.

cclow

Canadian Congress for Learning Opportunities for Women

ccpef

congrès canadien pour la promotion des études chez la femme

June 29, 1982

Dear Board Member,

This looks like a fascinating project and an opportunity for CCLOW to gain some further recognition and expertise. Please let me know if you think we should be involved and what form that should take.

Susan



RECEIVED JUN 25 1982
International Council for Adult Education
Conseil International d'Education des Adultes

29 Prince Arthur Avenue
Toronto, Ontario, Canada
M5R 1B2

Telephone: (416) 924-6607

Cable Address: INTERCAE, TORONTO

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Editor, Convergence

Margaret Gayfer

June 21, 1982

Susan Vander Voet
Executive Director
Canadian Congress on Learning
Opportunities for Women
692 Coxwell Avenue
Toronto, Ontario
M4C 3B6

Dear Susan:

The ICAE has been working with China for a number of years in the field of adult education.

At the request of Chinese authorities, we have been asked to assist in the establishment of permanent linkages between China and Canada (as well as other countries) in the broad fields of adult education.

We have spoken with the President of CIDA about these possibilities and have had at least a preliminary indication of interest in making such linkages possible.

We are writing today to see if you would be interested, should the project develop, in becoming involved. At this stage it is difficult to say what this would imply in detail, but it could involve: documentation; finding study places for Chinese educators; possible exchanges to China.

Coordination of Canadian involvement would be under the Canadian ICAE member organizations -- The Canadian Association for Adult Education and the Institut Canadien d'Education des Adultes.

We enclose a copy of the proposal which we have been working on and would simply appreciate a response as to your preliminary interest at this stage and a willingness to meet when we know more about the possibilities.

Cordially,

Budd L. Hall
Secretary-General

BLH:gc
encl.

EDUCATION, PRODUCTIVITY, AND
HUMAN RESOURCE DEVELOPMENT IN CHINA

Submitted to:

the

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY

Ottawa, Canada

By the

INTERNATIONAL COUNCIL FOR ADULT EDUCATION

Toronto, Canada

June, 1982

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EDUCATION, PRODUCTIVITY, AND

HUMAN RESOURCE DEVELOPMENT IN CHINA

The present proposal from the International Council for Adult Education (ICAE) aims to consolidate and make widely available the Chinese experience in the organized learning of its industrial and agricultural workers; and, through a series of integrated activities, to assist the Chinese in strengthening the relationship between such adult education and increased industrial and agricultural productivity.

INTRODUCTION

Adult Education in China has been incorporated into the economic development process. A formal system for upgrading the information and skills of industrial and agricultural workers has been designed and made operational. The integration of work and study achieved in this system is unique. While the Chinese are intent on learning from industrialized countries so that they can achieve modernization before the end of this century, many Third World nations can benefit from the Chinese experience. Industrialized countries can also learn from both the successes and weaknesses of the Chinese system.

The International Council for Adult Education has been a pioneer in establishing substantive working relations with the Chinese (not simply study tours or visits). Contacts began as early as 1965 when the late J. Roby Kidd paid a visit to Southern China.

In recent years the ICAE relationship has been based on a series of five meetings or visits:

- 1979: visit of Roby Kidd and Paul Mhaiki (Tanzania), then Vice-President of the ICAE.
- 1980: visit of Roby Kidd and Chris Duke (Australia), Associate Secretary-General of the ICAE.
- September 1980: meetings with Ministry officials in Washington, D.C. (Kidd, St. John Hunter).
- 1981: Study Team One--extensive research and study into the following areas:
 1. Literacy Kasama Varavarn, Ministry of Education (Thailand)

2. Libraries and Information: Harry Campbell, International Federation of Library Associations (Canada)
3. Workers' Education: John Whitehouse, International Labour Organization (Canada)
4. Adult Education: Nat Colletta, World Bank (USA)
5. Primary Health Care: Nita Barrow, World YWCA (Barbados)

● 1981:

Study Team Two--intensive analysis of the workings of worker-peasant education in Harbin by:

1. Chris Duke Australian National University, ICAE (Australia)
2. Carman Hunter World Education (USA)
3. Susanne Mowat International Development Research Centre (Canada)
4. Charles Wong Hong Kong Association of Continuing Education (Hong Kong)

The visits and the needs expressed in this proposal came at the invitation of the Chinese. ICAE proposes to build on these contacts and its international networks of adult educators to serve not only the Chinese desire to learn but, also, to examine the Chinese experience critically and make it available to educators in the rest of the world.

BACKGROUND

Worker/Peasant Education refers specifically to that range of educational activities involving both industrial and agricultural workers and organized under the auspices of the Bureau of Worker/Peasant Education of the Ministry of Education. Its clients are a double generation: workers who came of age during the Cultural Revolution and hence failed to receive formal schooling during their childhood or adolescent years; and workers now coming of age but already engaged in agricultural and industrial tasks demanding more or greater skill and knowledge than they presently possess. The success or failure of Worker/Peasant Education will in large part determine the success of China's present drive to modernization.

Depending on the level of skill or knowledge previously achieved by the worker, demanded by his or her position at the place of work, or manifested through examinations or other means as a likely future level of achievement, participation in Worker/Peasant Education may take many forms. These range from attendance at

basic literacy courses during the work day, through short or "sandwich" courses (for example, in a foreign but technologically important language or a particular range of technological competence) to full-scale attendance at a Workers' University comprising all the foregoing and more.

Two characteristics of this range of education are to be noted in particular. First, it takes place with the full support of the agricultural or industrial enterprise involved and of the appropriate trade and other union: through time off, payment without break of salaries of workers temporarily not "at work", direct payment of building maintenance costs or teachers' salaries.

Secondly, its curriculum draws heavily on and is deliberately structured ultimately to affect the efficiency and productivity of the enterprises from whence the students come. Thus, the production problems of the factory, the design difficulties of the aeronautical workers, or the goods transportation problems of the agricultural commune become the basic stuff of the learning experience. Solutions derived can be and usually are tested or applied immediately at the place of their origin, and disseminated to co-workers.

In its pursuit of the much-sought unity of education and the place of work, of acquired knowledge and more effective economic production, China has made significant progress. Yet the Chinese themselves recognize a score of unanswered questions as well as a number of problems still to be solved.

Among immediate difficulties are the following:

How far and how fast should the Worker/Peasant system be expanded--and, given limited resources, to what extent should one be favoured over the other? If relatively greater expansion is to take place in the (industrial) Workers' branch, which seems to be the case, which sub-sectors and what particular curricular content is to be emphasized? How to ensure continued financing? How to provide even basically adequate equipment to the classrooms? How to continue to provide adequate teaching--given that, as with students frequently playing a double role of learner and worker, teachers too frequently have full-time duties elsewhere, either as teachers in formal educational institutions or as managers at factories or communes.

A plausible future solution appears to be increased teaching through technology, i.e. by television or related phenomena. Thus the "TV University" gains ground, assisted by foreign donors, and new questions are opened. What forms of seminar, correspondence, or other support are necessary to make TV-learning viable and satisfying? What teaching styles are called for by the removal of the teacher from the learners' daily experience?

Both to answer those questions and to assist others in their exploration, it is clear that the Chinese would profit much from regular exchanges with the rest of the world, and particularly from knowledge and information to be gained about non-Chinese theory, experience, and schools of practice in formalized adult education. Familiarity with German apprenticeship and technical training schemes, for instance; with Scandinavian legislative arrangements for adult education; and with Canadian developments in distance education, telecommunications and developments such as Telidon, could lead the Chinese further to develop appropriate policies and practices. Similar familiarity with radio study group campaigns or uses of folk culture in education in Africa and Latin America, or the use of satellite communications in the South Pacific, offers possibilities for concrete analysis and action.

Concentration on Worker/Peasant Education will therefore serve a double objective: assistance to the Chinese in an area of national priority; and assistance to other countries who wish to replicate in part or in whole the Chinese achievement in harnessing a selected aspect of its educational system towards fulfillment of a national goal. At present, those Chinese who know their country's relevant experience intimately are unable to share it because of language and other constraints: at the same time researchers and practitioners abroad have no known source or centre to which they can turn for informed or continual monitoring of the Chinese experience. Because of its wide international networks, its existing contacts in China, and its body of relevant experience, the ICAE is appropriately placed to assist in overcoming both these deficiencies.

OBJECTIVES

The overall objective of this project is to establish on-going personal institutional linkages between the adult education community in China and adult education specialists and practitioners in Canada and in other parts of the world.

In order to accomplish this objective, the ICAE and the Chinese (Bureau of Worker/Peasant Education and the Adult Education Associations at all levels) will build on and consolidate the contacts and joint undertakings of the last three years.

Specific Objectives:

1. To establish in 1982 an international Working Group to plan and implement a meeting of educators to be held in China in 1983 for mutual learning re:
 - promising practices in adult education
 - significant research findings re how adults learn
 - different funding mechanisms used
 - legislative arrangements
2. To design and test a training model that incorporates the best methods known for ESL teaching and to assist the Chinese in adapting the model for continuing use in preparing Chinese educators for participation in study attachments and other international exchanges;
3. To establish a system for selecting, funding, and placing Chinese educators abroad and international educators in China for periods of up to three months;
4. To publish and disseminate articles and studies that make the Chinese experience in adult education, vocational training, and reflection on significant educational issues available to others on a regular basis.

ACTIVITIES

To achieve these objectives, a three-year programme of integrated activities is proposed. Central to the project's implementation will be creation and maintenance of a project working group in China, supplemented when appropriate by adult educators from other industrialized and industrializing countries. A number of exchanges involving both members of the Chinese working group and their counterparts abroad will also be carried out. To make these exchanges possible, a programme of English-language learning for the Chinese is a necessary prerequisite (which will serve other purposes as well); similarly, thorough preparation of advanced documentation will be necessary to ensure each meeting's success, as well as wide dissemination of issues discussed.

It is to be noted that only during Year I do all following steps become elaborated in detail, in large part because of the project's commitment to following Chinese intentions in its development.

Activity Summary:

YEAR I Planning & Preparation	YEAR II Implementation	YEAR III Institutionalization
Project identification mission Chinese participation at ICAE International adult education meeting in Paris, October 1982 Assignment of working group papers and other tasks	Language training (in China) Project Working Group meeting Establishment of permanent mechanisms for exchange and communication	Language training continued Exchanges and study attachments Dissemination of above Preparation of full report

YEAR I: PLANNING AND PREPARATION

A. Project Identification Mission

Once approval of the present project is received in principle, two representatives of the ICAE will travel to China to:

- elaborate in detail, with the Chinese, all following steps in the three-year programme of activities;
- identify persons, documents, and themes for the major international project working group meeting scheduled as early as October 1983;
- identify some 40 persons (Chinese) representative of the range of Worker/Peasant education organization and practice, who will receive English-language training in Year II. (Note that Chinese regulations prohibit any national not proficient in a second language from undertaking study travel abroad; further, that there is at present perhaps one Chinese practitioner in Worker/Peasant education possessing these skills. Thus much valuable experience is lost to other countries and Chinese opportunities for learning from or adapting the experience of others is virtually nil.)

B. Participation at International Adult Education Conference, Paris, October 1982, of two Chinese representatives plus an interpreter. This will permit Chinese adult educators to meet a variety of adult educators (500 participants) from abroad, and thereby increase their knowledge of the range of experience and theory available. This in turn will permit the Chinese to nominate representation for the project working group meeting.

C. Assign working group papers in China and abroad. A set of 5-8 papers on aspects of Chinese adult education would need to be prepared and translated by Chinese specialists. A set of papers on aspects of adult education outside China would also be needed on such possible topics as:

- Applications of Technology (Canada)
- Labour Market Linkages (Sweden)
- Participatory Research Methods (ICAE)
- Vocational Training (USA)
- Use of Television (UK)

YEAR II: IMPLEMENTATION

- A. English-language teaching takes place in Beijing (or site to be chosen by the Chinese). This will both permit future exchange (as noted) and provide ESL "model" which can be subsequently modified and/or replicated throughout China. This is especially important given the priority assigned second-language training in the Worker/Peasant stream and the less-than-ideal methods presently employed to realize it.
- B. Project Working Group Meeting. This is intended to involve some 40 Chinese and 20 persons drawn from Africa, Asia, Europe and Latin America to be representative of advanced experience in such areas as: "Vocation" education and training; distance learning; theory and practice of education for adults; trade union/workers' education; information systems specialists; open university; use of computers.

This meeting is the heart of the project. It is the principal administrative means by which the country representatives and the Chinese sit down together and work out the details of the basic elements of the exchange.

- C. Setting up permanent mechanisms for exchange and improvement. A further purpose of the full Working Group meeting will be to plan in detail a number of Chinese study attachments abroad in precise areas identified as important--for example, with Scandinavian countries to investigate legislative arrangements for education of workers; to Canada for investigation of distance education, telecommunications, and agricultural extension systems; to East African countries to investigate community development schemes. Reverse exchanges of the persons in question will permit consolidation in China and improvement of practice.

YEAR III: INSTITUTIONALIZATION

- A. Continued training in English as a second language. The "model" ESL programme of the previous year will be extended and more persons involved, the Chinese modifying and adapting the methods used to their own needs and situation.

- B. Exchanges and study attachments of Chinese abroad and vice-versa. As noted under (C) in the foregoing, study attachments will take place. These are intended to be one to three months in length, depending on the issue to be studied and the distances involved.
- C. Dissemination of results. All exchanges will result in written reports; further, thorough dissemination of knowledge gained will be a responsibility of all participants. Thus national workshops are envisaged in China, as well as publication of a number of papers.
- D. Preparation of full report of project. Since the overall project presents a unique combination of practice and theory and will advance both, it is incumbent on its organizers--Chinese and non-Chinese alike--to describe its development and implementation over time, its modifications to suit particular circumstances, and its ultimate effects. Preparation of this document will begin in Year I; it will be completed at the end of Year III.

REPORTING

We would undertake to report annually to CIDA and the ICAE Executive in a formal manner and more often in an informal manner.

OUTCOMES

At the conclusion of the three-year project the following mechanisms and systems will be in place to guarantee continued exchange between adult educators in China and in other parts of the world:

1. Official bodies responsible for adult education in China will be participating members of existing international networks;
2. An initial group of 20 Chinese adult educators will have sufficient fluency in English to participate in international meetings and to use source documents from other parts of the world;
3. The Chinese will be using a tested model for ESL training to multiply rapidly the number of educators able to make use of international contacts and opportunities in their drive for modernization;
4. National and international agencies and foundations will be cooperating in making possible continuing educational exchanges with the Chinese that will benefit production in industry and agriculture;
5. Adult educators in other countries will have access to Chinese experience through source documents, articles, and exchanges of personnel that will facilitate the application of Chinese models, especially in the area of integrating work and education;
6. Source materials on the Chinese experience in adult education will be available to scholars and practitioners outside China.

FEDERAL-PROVINCIAL CONSULTATION ON EPF BEGINS

The first consultative meeting between Secretary of State Gerald Regan and the provincial ministers responsible for postsecondary education was held July 9 in Toronto. A second meeting is planned for late September. The consultations will form the basis for Regan's recommendations to the federal cabinet for the introduction in 1983 of legislation covering federal-provincial funding arrangements for postsecondary education. Regan outlined the federal position based upon three goals: equitable sharing of fiscal responsibility with the provinces; accountability to the provincial legislative assemblies, Parliament and the public for the federal contribution; and achievement of national objectives. The revised national objectives for postsecondary education include:

- * maintenance of an adequate level of general support;
- * accessibility for all qualified Canadians through provision of improved student aid;
- * free mobility for students, teachers and graduates within Canada;
- * response to labor market demands;
- * encouragement and development of researchers and research knowledge;
- * education in both official languages;
- * increased knowledge and understanding of Canada and Canadians;
- * promotion of Canada's international interests in education;
- * education for groups under direct federal responsibility; and
- * supply of graduates with skills and capacities needed in the federal civil service.

At the conclusion of the meeting, Regan announced that his department and representatives of the provincial governments would proceed immediately on the development of an improved student assistance program to be in effect for the 1983-84 academic year.

AUTONOMOUS ACCOUNTING SCHOOLS RECOMMENDED FOR ALBERTA UNIVERSITIES

The Institute of Chartered Accountants of Alberta (ICAA) has issued a report calling for tighter standards for the profession and the establishment of autonomous schools or faculties of accounting in the universities. A special committee appointed in 1979 to review the quality and supply of accounting graduates has estimated that by 1985 Alberta firms will need to hire 500 accountants (60% of new recruits) from outside the province; by 1990 the estimated Alberta out-of-province needs will reach 1,000 (75%). The committee is critical of the standards for graduation of accounting majors and has recommended changes in university programs, institute training requirements and incentives for recruitment of professors. To oversee accounting education in the province and to help fund the recommended changes in education, the committee recommends the establishment of an "accounting education foundation", registered as a charity, to solicit and disburse donations from institute members. In addition, it recommends that the Alberta government set up a special endowment fund to be used to upgrade and enlarge the capacity of Alberta university accounting programs. The committee suggests that some accounting functions could be taken over by properly trained paraprofessionals and recommends support for the development of such training programs by the proposed foundation. The Report of the Special Committee on Chartered Accountant Education in Alberta (March 1982) is available from the ICAA, 10080, Jasper Avenue Suite 201, Edmonton, Alberta, T5J 1V9 (403-424-7391).

UNIVERSITIES OF CALGARY AND TORONTO RECEIVE COMPUTER EQUIPMENT GIFTS FROM INDUSTRY

The University of Calgary will acquire one of the most powerful computing systems in Western Canada valued at more than \$9 million. The new facility will support the university's research and academic programs and serve the high technology community and other Alberta universities. Acquisition of several Control Data computer systems for the new facility will be financed by grants from Control Data which are expected to be matched by grants from the province's matching capital grants program.

Computer-associated teaching and research programs at the University of Toronto have received a welcome gift from IBM Canada Ltd. IBM has agreed to loan the university for three years

Conseil des ministres de l'Éducation (Canada)

Council of Ministers of Education, Canada

52 Bloor West, Suite S 500, Toronto, Canada M5S 1V5

Téléphone 416-964-2551 Cable Address: Educan

1982 08 18

Canadian Congress for Learning
Opportunities for Women
29 Prince Arthur Avenue
Toronto, Ontario
M5R 1B2

Dear Newsletter Editor:

As you may be aware, the Council of Ministers of Education is sponsoring a major conference on postsecondary education October 19-22 at the Skyline Hotel in Toronto. You may perhaps be interested in mentioning the conference, or in writing about it, in a forthcoming issue of your newsletter or bulletin.

Attached is some background information about the conference which you might find useful for such an article. Please contact me at (416) 964-2551 if you would like further details or information.

Yours sincerely,



for Michael R. Finn
Information Officer

Postsecondary education is a topic in the forefront of educational concerns in Canada. In fact, it is a topic of concern in virtually all of the industrialized nations of the world and Canadian delegates to a conference on Higher Education in Paris in October 1981, sponsored by the Organization for Economic Co-operation and Development, came back to Canada with a strong recommendation that with so many similarities in our problems, a similar conference should be held in Canada for Canadians. The Council therefore set up a planning and organizing committee of provincial officials along with an advisory group made up of representatives of educational organizations. They were given the following conference objectives:

1. to review recent trends in the development of postsecondary education;
2. to discuss major issues confronting postsecondary education;
3. to consider ways and approaches by which these issues can be addressed in the social and economic context of the 1980s;
4. to concentrate deliberations on the themes:

Access to Postsecondary Education

Changing Relationships between Postsecondary
Education and Working Life

Patterns of Governance

Financing and Redeployment of Resources

Pursuit of these objectives seemed to call for a conference which provided for both informed commentary as well as opportunity for free discussions and this gave rise to the present format which examines each of the four themes first from the point of view of the expert, then from the point of view of interest groups (reactors) and finally permits general debate in the smaller group sessions. The substance of these general debates will be summarized by rapporteurs and presented to the plenary session on the last day of the conference.

With regard to organization of the smaller groups, exhaustive treatment of each theme requires that as many points of view as possible be heard. Heterogeneity has therefore been built in by assigning each conference participant to a specific discussion group. Following each plenary session on Wednesday and Thursday (Oct. 21, 22) participants will join their specific groups, the same one each time, for free discussion on the theme just covered in the plenary session.

The two major addresses, by the President of the CMEC and by Dr. Roger Gaudry of l'Université de Montréal will provide a broader context in which participants may view postsecondary education.

To facilitate fullest participation, simultaneous interpretation is provided in all plenary sessions, at the banquet and in all of the smaller group meetings.

Attendance at the conference is by invitation only, and is limited to 400. Regional institutions and organizations received their invitations from the provincial ministers of postsecondary education; national organizations received their invitations from the CMEC secretariat.

CONFERENCE ON POSTSECONDARY EDUCATION ISSUES IN CANADA FOR THE 1980s

Sponsored by the Council of Ministers of Education, Canada

Major speakers

Dr. Bette Stephenson, Minister of Education, Minister of Colleges and Universities, Ontario

Dr. Roger Gaudry has been Rector of the Université de Montréal and is a former Chairman of the Science Council of Canada

Panellists

THEME I: ACCESS

Dr. Paul Anisef is Associate Professor of Sociology, York University and author of a number of studies on accessibility to postsecondary education

Dr. Marie-Andrée Bertrand is Professor in the School of Criminology of the Université de Montréal and President of the Federation of Associations of University Professors of Québec

Dr. Paul Gallagher is Principal of Capilano College in Vancouver and former director of the Canada Studies Foundation. He has written extensively on the subject of Canadian studies

THEME II: WORKING LIFE

Mr. Peter Dawson is Manager of Employee Relations for Proctor and Gamble, Inc.

Dr. D. Glendenning is the founding President of Holland College in Charlottetown and past president of the Canadian Vocational Association

Mr. Robin Williams is a graduate of the British Columbia Institute of Technology where he was President of the Student Association

THEME III: GOVERNANCE

Dr. Yves Martin is a former Deputy Minister of Education in Quebec. Before taking up his position as Director General of the Québec Institute for Research on Occupational Health and Safety, he was Rector of the Université de Sherbrooke

THEME III: GOVERNANCE (continued)

Dr. William Sibley is Chairman of the Saskatchewan Universities Commission. He has been Vice-President of Mt. Allison University and of the University of Manitoba

Dr. John B. Macdonald, a former President of the University of British Columbia, is President of the Addiction Research Foundation in Toronto

THEME IV: FINANCING

Mr. James O'Sullivan is Vice-President (Finance and Administration) of the University of New Brunswick. He has been Chairman of the province's Higher Education Commission and of the provincial Cabinet Secretariat

Dr. Lloyd Barber is President and Vice-Chancellor of the University of Regina and President of the Association of Universities and Colleges of Canada

Mr. Pierre Cazalis is Vice-President of the Université du Québec. He has authored and edited reports and studies on the planning, organization and financing of higher education

The four themes will be broken up for discussion into sub-themes as follows:

I Session Chairman: Dr. Harry K. Fisher, Deputy Minister of Education
and of Colleges and Universities, Ontario

Access to Postsecondary Education

i) Enhancing Accessibility

What barriers to postsecondary education remain to be overcome in Canada today (e.g. sex, geography, socio-economics)

- Anisef

ii) The Personal Dimension

Who, in Canada, should reasonably expect to have access to postsecondary education and under what criteria?

- Bertrand

iii) Accessibility and Content

What aspects/types of education need to be made more accessible? (job specific or broad general?)

- Gallagher

II Session Chairman: Dr. Henry Kolesar, Deputy Minister of Advanced
Education and Manpower, Alberta

Changing Relationships between Postsecondary Education and Working Life

i) The employer's perception of his role, responsibility and needs in postsecondary education.

- Dawson

ii) The trainer-educator's perception of his responsibilities and problems in postsecondary education.

- Glendenning

iii) The student's perception of his needs and responsibilities in postsecondary education.

- Williams

III Session Chairman: Mr. Cecil Roebathan, Deputy Minister of Education,
Newfoundland

Patterns of Governance

i) Government and the autonomy of institutions.

- Martin

ii) The role of inter-bodies (such as grants commissions and advisory bodies).

- Sibley

iii) Governance of institutions (including boards, senates and administration).

- Macdonald

IV Session Chairman: Mr. Jacques Girard, Deputy Minister of Education, Québec

Financing and Redeployment of Resources

i) Fiscal capacity and public priorities for postsecondary education.

- O'Sullivan

ii) Alternative sources of funds (e.g. industry, fees, endowments).

- Barber

iii) Management and redeployment of resources

- Cazalis

Program Outline

Day I October 19

1700 - 1930 hours

Registration South Lobby, Main Floor

1930 - 2030

General Assembly, Skyline Ballroom A

Chairman: Dr. Lucien Perras, Executive Director
CMEC Secretariat

Opening Address - President of CMEC

2030 - 2200

Reception, hosted by the Council of Ministers
of Education, Canada
in the Crush Court outside Ballroom A

Day II October 20

8:00 hrs

Coffee & Danish - Crush Court

8:30

Plenary Session - Skyline Ballroom A

Chairman: Dr. H. Fisher
Deputy Minister Educ.
Ontario

Theme: Access to Postsecondary Education

Panelists: Dr. Paul Anisef (York University)
Mme Marie-Andrée Bertrand (Pres. FAPU)
Mr. Paul Gallagher (Capilano College)

10:00

Coffee

10:30

Discussion Groups as assigned

11:30 - 13:30 hrs

Lunch

13:30

Plenary Session: Skyline Ballroom A

Chairman: Dr. H. Kolesar
Deputy Minister
Advanced Education
Alberta

Dr. Bill Workman

Dir. of Fin. Plan. 427-5603

Mr. Horseman

Dr. Reno Bossett

Dr. H. Kolesar

Theme: Changing Relationships Between Education
and Working Life

Panelists: Mr. Peter Dawson (Proctor and Gamble, I)
Dr. D. Glendenning (Holland College)
Robin Williams (Stud. BCIT)

15:00

Coffee

15:30 - 16:30 Discussion groups as assigned
18:30 Cash bar - South Lobby - Second Floor
19:00 Dinner - Skyline Ballroom B, C
- Hosted by CMEC
- Chairman: Vice-President of CMEC
- Speaker: Dr. Roger Gaudry
Université de Montréal

Day III October 21

8:00 hrs. Coffee & Danish
8:30 Plenary Session - Skyline Ballroom A
- Chairman: Mr. C. Roebathan
Deputy Minister Education
Newfoundland

Theme: Patterns of Governance

Panelists: M. Yves Martin (Director Workplace
Safety, Quebec)

Dr. W. Sibley (Sask. Universities Comm)

Mr. J.B. Macdonald (Addiction Research
Foundation)

10:00 Coffee

10:30 Discussion Groups as assigned

11:30 - 13:30 Lunch

13:30 Plenary Session - Skyline Ballroom A
Chairman: Dr. R. Stewart

Theme: Finances & Redeployment of Resources

Panelists: Mr. James O'Sullivan (V.P. - UNB)

Dr. L. Barber (University of Regina)

M. Pierre Cazalis (V.P. - U. Quebec)

15:00 Coffee

15:30 - 16:30 Discussion Groups as assigned

Evening Free: A night on the town

Day IV

October 22

8:30

9:00 - 11:00

Coffee & Danish

Plenary Session: Skyline Ballroom A

Chairman: Mr. J. Girard
Deputy Minister Education
Quebec

Report of Group Discussions

Closing Address: Dr. B. Stephenson
Minister of Education
Ontario